# *Learning Results* Implementation

# Self-Assessment Tool
# For
# School Administrative Unit Review Process

# Status Check
# Fall 2005

JOHN ELIAS BALDACCI
GOVERNOR

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COMMISSIONER

August 2005

Dear Colleagues:

The 2005-06 school year, with the introduction of the School Administrative Unit (SAU) Review Process, marks a watershed moment in the evolution of Maine educational reform. After a legislative session that witnessed frank and passionate discussion about the status of the implementation of Maine's *Learning Results*, the Joint Standing Committee on Education and Cultural Affairs, and eventually the full Legislature, enacted into law a number of key modifications to the existing policy framework. In essence, these mid-course adjustments in the implementation of the system of *Learning Results* are intended to simplify, slow down, and support local SAUs in their efforts to build coherent, effective educational programs that support student achievement of the standards. The SAU Review Process, which this tool has been developed to support, is one component of how the Maine Department of Education will assess statewide needs for technical assistance in support of school improvement and effective district-level planning. Simplifications to the Local Assessment System and timeline adjustments to graduation requirements will also be included in the overall mid-course adjustments.

It became increasingly clear during the testimony before the Education Committee that the status of *Learning Results* implementation—in particular, the development of Local Assessment Systems—is extremely inconsistent across SAUs in Maine. In some instances, new aspects of the system, such as developing common assessments and reflecting on assessment results to improve instruction, are being added in a meaningful and logical manner. In other cases, new assessment practices are being layered on top of existing structures, resulting in fragmented and ineffective educational practice. It is arguable that this outcome is a direct result of too much written guidance with too little technical assistance to support equitable application of the guidance. As noted author and researcher on the dynamics of large-scale systems change efforts Michael Fullan, and others, have come to believe, effective standards-based reform requires balanced capacity at three distinct levels: school, SAU, and State. Each level must develop and maintain capacity to carry out unique functions that are necessary for overall success and equity of outcomes. The SAU Review Process is intended to build understanding of our current capacity at all levels of the statewide system, and to lay the foundation for developing more effective capacity in the years ahead.

The larger role by the State in monitoring SAU-level implementation, however, should not lead to the conclusion that local SAUs will have less autonomy. In fact, a guiding idea in developing the SAU Review Process has been that increased monitoring by the State at the SAU level can be combined with greater flexibility at school and classroom levels of

the system. Moreover, upcoming changes to Chapters 125 and 127, as well as to the *LAS Guide* and *Considering Consistency* will include an overall shift in focus from the discrete parts of standards-based systems to the whole. The SAU Review Process is being developed in a similar way to help SAUs build integrated, coherent educational programs with a clear focus on building understanding, not compliance mentality. A broad goal of the work is to build shared ownership for Maine's educational vision, not to contribute to a sense of top-down State control.

This tool, and the process in which SAUs will engage to utilize it, have undergone numerous modifications and refinements based on input from a focus group of local educators, a review by the Technical Advisory Committee, and a discussion with David Silvernail of the Maine Education Policy Research Institute (MEPRI). The SAU Review Process self-assessment tool and the visitation protocol will be assessed for effectiveness once all SAUs have been visited to ensure that statutory expectations have been achieved and that SAUs have benefited from the experience. Among other things, we will want to ensure that this process is coordinated with other self-assessment processes, like the NEASC accreditation process and the annual School Approval Report, to maximize our collective capacity for short- and long-term planning and action.

Two additional points worth emphasizing: it is critically important at this juncture that the SAU Review Process reflect broad and authentic participation by all stakeholders, particularly teachers. In both the data collection and Department visitation process, please be certain that you take pains to be inclusive. Second, you will notice in the tool that each of the first three standards is followed by focus questions that reflect areas that are of primary importance to the Education Committee and the Department. The questions will help us ensure that consistent data across all SAUs is available to inform policy making and technical assistance planning.

I look forward to working with you to use the SAU Review Process and the self-assessment tool to make significant progress in shaping policies and resources necessary for achieving Maine's educational vision.

Sincerely,


Susan A. Gendron
Commissioner
Maine Department of Education

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# Standards for Implementing the *Learning Results*

## Core Standards:

**Standard 1-Student Focus**
**Standard 2-Content and Instruction**
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## Enabling Standards:

**Standard 4-Equity and Responsibility**
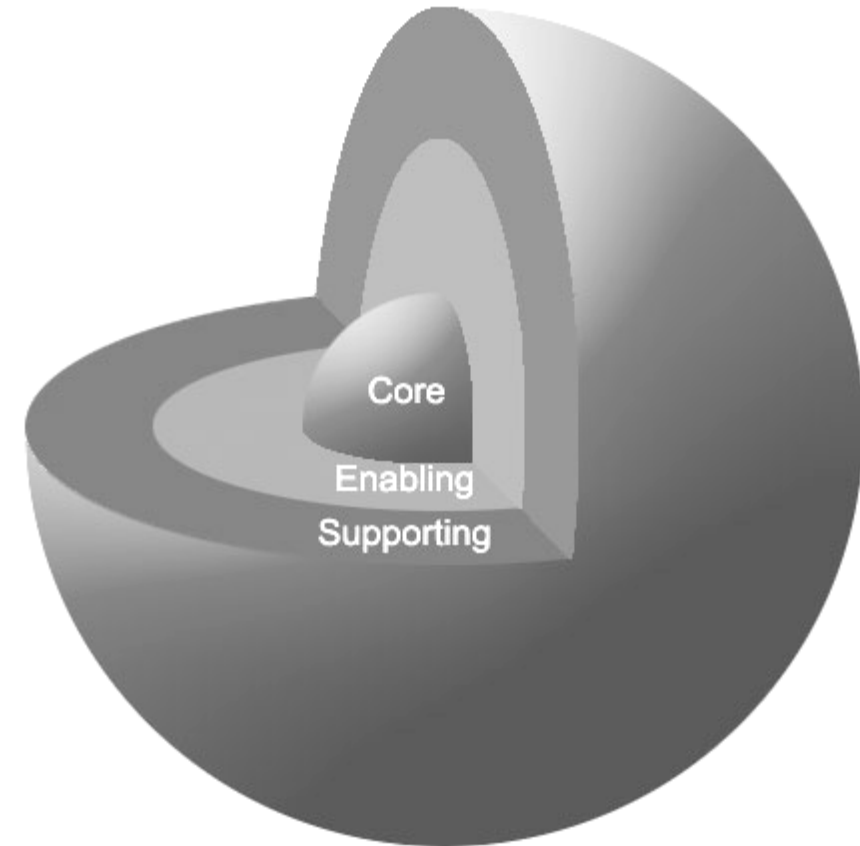**Standard 5-Learning and Continuous Improvement**
**Standard 6-Planning for Results**
**Standard 7-Adaptable Organizational Structures**
**Standard 8-Leadership**

## Supporting Standard:

**Standard 9-Public Involvement and Communication**

Core
Enabling
Supporting

# School Administrative Unit Reviews

**The School Administrative Unit Review Process is based on the following <u>assumptions</u>:**

❖ It is important to promote the development of coherent, connected standards-based systems in local School Administrative Units (SAUs).

❖ Comprehensive planning is required for successful implementation of Maine's *Learning Results.*

❖ References to "implementation of the content areas of the *Learning Results*" throughout this document should be understood as being subject to the statutory timelines (See Appendix C - *Learning Results* Implementation Timeline).

❖ Increased flexibility for SAUs as they continue implementing the system of *Learning Results* will be accompanied by increased support and accountability.

❖ SAUs are learning organizations and the improvement journey is an ongoing process.

❖ The SAU Review Process should identify both strengths and needs in local SAUs.

**The <u>purposes</u> of the School Administrative Unit Reviews are to:**

**FALL 2005 (Status Check for Reporting to the Education Committee of the Legislature)**
- Provide SAUs with a detailed description of essential components of a standards-based system of education (e.g. Maine's *Learning Results*);
- Provide guidance to SAUs in conducting a self-assessment using a reflective tool based on the above components;
- Provide for the review by Department teams of each SAU's self-assessment of its status of implementing the system of *Learning Results* as described in its Comprehensive Education Plan and Local Assessment System;
- Permit the Department of Education to collect data on the statewide status of the implementation of the *Learning Results* in advance of a report to the Education Committee in February 2006;
- Provide a basis for the eventual validation of each SAU's implementation of the system of *Learning Results* and its Local Assessment System, based on criteria that will be outlined in amendments to Chapters 125 and 127; and
- Identify the technical assistance needs of each SAU in Maine as the SAU implements the system of *Learning Results* and its Local Assessment System.

**2006-2007 School Year - Validation of each SAUs Implementation of the *Learning Results*.**
- Validate the implementation of the system of *Learning Results* through the Comprehensive Education Plan and Local Assessment System of each SAU in Maine.

# PREPARING FOR YOUR SCHOOL ADMINISTRATIVE UNIT REVIEW
## THE SELF-ASSESSMENT TOOL

## STRUCTURE

In the *Learning Results* **Planning Committee Final Report October, 2000**, nine standards with indicators for the implementation of the *Learning Results* were identified as interrelated components that are central to student-centered, standards-based SAU improvement. Each standard is an important aspect of any SAU that functions as a cohesive and coherent high performing organization. Research into the work being done in other states and in several national organizations on the characteristics of effective SAU reform validated these particular standards.

The nine standards are as follows:

**Primary Focus Fall 2005**

Standard 1: Student Focus - *Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the context of high quality content and performance standards. Educational programs, structures and learning activities, including curriculum, instruction, and assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes articulated in the* Learning Results.

Standard 2: Content and Instruction - *Student achievement of the* Learning Results *requires teachers to have depth in both content knowledge and in the skills of teaching, including the use of technology, and assessment.*

Standard 3: Accountability Through Assessment, Reflection, and Action - *Student achievement of the* Learning Results *requires continual valid and reliable assessment against meaningful standards, the skills to reflect and plan using pertinent information and data, and the commitment to take action directed at closing the achievement gap.*

Standard 4: Equity and Responsibility - *All students can, and do, achieve high levels of knowledge and skills. All adults (parents, educators, and community members) are responsible for enabling and supporting such levels of achievement.*

Standard 5: Learning and Continuous Improvement - *Continuous, data-driven professional development, specifically focused on student learning, is crucial to the achievement of the* Learning Results.

Standard 6: Planning for Results - *Local units develop and implement written plans based on a clear vision for all students and on measurable goals.*

Standard 7: Adaptable Organizational Structures - *The systems needed to support the necessary curriculum, instruction, and assessment practices that will propel learners toward achievement of the* Learning Results *are in place, even if this requires changes in school and district structures.*

Standard 8:  Leadership - *There is effective leadership, a collective will, persistence, commitment and optimism based on the belief that Maine education can support children in achieving the* Learning Results.

Standard 9: Public Involvement and Communication - *Public education is the business of the public and essential for a civil and democratic society. The successes, challenges, and plans made for improvement are widely communicated.  Community involvement and support is considered a vital necessity and is cultivated and nurtured.*

These nine standards with their selected indicators were used to develop this **self-assessment tool** for SAUs to use to determine the **current status** of their implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System.

Each standard is delineated by indicators that define effective practices for that standard.  The Continuum of Progress Toward Implementing the System of *Learning Results* (The Continuum) describes what each indicator looks like at three points on a scale: (M) Maintaining the Status Quo, (E) Evolving, and (T) Transforming for Ongoing Improvement.   The adjacent two points (M/E) and (E/T) are for "between" points on the scale, and provide for greater range on the continuum.

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The Maine Department of Education would like to acknowledge in particular, our reliance on the *Assessment Continuum of Schoolwide Improvement Outcomes: Implementing the Components of Systemic Schoolwide Improvement*, the *Arizona Standards and Rubrics for School Improvement,* the *Georgia School Performance Review* and the *Kentucky Standards and Indicators for School Improvement* documents listed in the Works Cited, and we are grateful for the guidance we have gleaned from these documents.

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# THE CONTINUUM

The Continuum is based on the assumption that an SAU's improvement journey is an ongoing process. Even when SAUs are "transforming" for any component or element, the journey is not over. The challenge will be continuing to sustain the high level of performance.

Definitions of the points on the continuum are as follows:

- ## Maintaining the Status Quo (M)

  This point describes an SAU where the structures and organizations have not yet been responsive to new and changing expectations for improving the achievement of all students based on the implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System.

- ## *Between – Beyond Maintaining the Status Quo, but not quite at Evolving* (M/E)

- ## Evolving (E)

  This point describes an SAU that is moving towards the implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System. There are significant elements of some of the components in place.

- ## *Between - Beyond Evolving, but not quite at Transforming* (E/T)

- ## Transforming for Ongoing Improvement (T)

  This point describes full and ongoing implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System and demonstrates that the SAU is responding thoughtfully, appropriately, and in a systemic and timely way.

# EVIDENCE SECTION

## Possible Sources of Evidence and Assessment of the Evidence (Does the current evidence indicate)

An **Evidence Section** has been developed for each standard so the self-assessment placement decisions go beyond personal perceptions.  Participants in the self-assessment should first determine the evidence that is available for each standard component (current evidence).  The **Possible Sources of Evidence** column is a list of potential sources of data an SAU may want to use to complete the self-assessment.  The **Assessment of the Evidence (Does the current evidence indicate)** column provides examples that offer concrete and tangible pictures of some of what would be going on in an SAU if that SAU is closer to transforming on this particular standard/indicator. Therefore, SAUs may circle few or no letters depending on the status.  Neither of these lists is meant to be exhaustive; there may be other examples an SAU will want to add (other).  Also, it is not expected an SAU would circle all bullets and/or all letters for the evidence given in the Evidence Section.

## Suggested Use

Prior to placing the SAU on the continuum, participants in the self-assessment should first review the **Evidence Section** for that standard to provide guidance on what to look for in their SAU.  This review of evidence prior to SAU placement on a continuum should be used to facilitate an informed, data-based conversation about the <u>actual</u> evidence that will be used to determine the current status of the SAU.  Final decisions about the placement of your SAU should be made on the preponderance of the <u>current</u> evidence.

### Standards 1, 2, and 3 (CORE Standards)
- Circle bullets and/or letters under **Sources of Evidence** and **Assessment of the Evidence (Does the current evidence indicate)** that were used as the basis for the final placement for the self-assessment and then list any others that you used on this page.
- In addition, for CORE Standards 1, 2, and 3, the current evidence will need to be compiled for review during the Fall 2005 SAU Review visit.
- An SAU is not expected to circle <u>all </u>bullets and/or <u>all</u> letters or list any additional evidence in the Evidence Section if it is not relevant.

### Standards 4 – 9 (ENABLING/SUPPORTING Standards)
- Circle bullets and/or letters under **Sources of Evidence** and **Assessment of the Evidence (Does the current evidence indicate)** that were used as the basis for the final placement for the self-assessment and then list any others that you used on this page.
- **You are not expected to compile evidence for Standards 4 – 9 (ENABLING/SUPPORTING) for the Fall 2005 SAU Review Visit.**
- An SAU is not expected to circle <u>all </u>bullets and/or <u>all</u> letters or list any additional evidence in the Evidence Section if it is not relevant.

# DIRECTIONS FOR COMPLETING THE SAU SELF-ASSESSMENT

**Who should be involved in completing the SAU self-assessment**:

The self-assessment should be completed by a team of people who have the knowledge of the entire SAU's effort to implement the system of *Learning Results* as described in its Comprehensive Education Plan and Local Assessment System. This process should reflect broad and authentic participation by all stakeholders, particularly teachers. In both the data collection and the Department visitation process, please be certain to be inclusive. It is essential that the team members and/or the evidence compiled represent a variety of perspectives (school board, central office administration, school-based administration, classroom teachers, special education teachers, and students, parent and community members). Our expectation is that the Superintendent of Schools will be the Department's point of contact unless the Superintendent chooses to delegate this responsibility to another person.

**Self-assessment approach across the nine standards:**

SAUs are asked to:
- Complete the **ENTIRE** self-assessment in order to maintain a holistic vision of the relationship among the CORE, ENABLING, and SUPPORTING Standards;
- When doing so, circle the bullets under Possible Sources of Evidence and/or circle the letters under Assessment of Evidence. Also, if appropriate, list any additional sources of evidence you have directly on the self-assessment tool on the Evidence Section page. Then compile and organize your evidence for CORE Standards 1, 2, and 3 for the Fall 2005 focal point of the SAU Review visits by the Department's team; and
- With respect to Standards 4 – 9 (ENABLING/SUPPORTING Standards), only circle bullets and/or letters on the Evidence Section page and list any additional evidence directly on the self-assessment tool. This represents the evidence that was used as a basis for your decision with respect to the SAU's placement on the continuum. **You do not need to compile evidence for these six standards.** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections).

**Suggested steps for the completion of the self-assessment:**

a. Decide on the membership of your SAU Review Team and schedule a meeting.
b. Distribute copies of the self-assessment tool, if you haven't done so already, and review its purpose and use.
c. Read/review all of the standards and indicators as well as the evidence sections of the self-assessment tool to get a sense of the breadth of the review.
d. Remind team members that this fall's SAU review calls for a more detailed examination of the Core Standards - Standards 1, 2, and 3 with the corresponding Evidence sections and the Focus Questions. (The Evidence Section lists are not exhaustive, but are illustrative of the kinds of evidence on which you <u>might</u> rely).
e. Discuss the points on the continuum and the suggested use for the Evidence Section with your local SAU Review Team.
f. Once team members are familiar with the format and content of the self-assessment tool, begin work on your SAU's self-assessment.
g. Start with a review of Standard 1 Student Focus and discuss its intent.
h. Look at Indicator 1.1 *Learning Results* Alignment. Where is your SAU on this indicator? Use the language across the continuum to make your decision. Ask if the description under Evolving fits better than the description under Maintaining Status Quo or Transforming or are you "in between"? **Place a check mark in the box that best describes your circumstances**. **Use arrows to indicate the "in betweens"** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections).
i. Repeat this process for Indicators 1.2 and 1.3.
j. Discuss the Focus Questions for Standard 1 and respond in the spaces provided.
k. Once you have checked the boxes for all of the indicators for Standard 1 and responded to the focus questions, ask what evidence you have to support your decisions. Use the evidence section to check for **Possible Sources of Evidence** and **Assessment of Evidence. Circle the bullets and/or letters that match what you have. Add any additional evidence you might have to this list.**
l. Plan to gather the necessary evidence for Standard 1 Student Focus.
m. Once you have confirmed your evidence, ask if this evidence supports the placement decisions you made earlier.
n. Remember your decisions should be based on the **preponderance of the evidence.** For example, you may have three checks under Evolving and one under Maintaining the Status Quo. Most of the evidence would place your SAU at Evolving for that particular indicator.
o. Once you make your final decisions, **circle the appropriate letter** (M, M/E, E, E/T, and T) for each of the Indicators (1.1, 1.2, and 1.3) for Standard 1.
p. Compile and organize the current evidence used for CORE Standard 1 for ease of access during the SAU Review visit (NOTE: It is not necessary to duplicate evidence materials for the SAU Review visit).
q. Repeat this process for Standards 2 and 3.

r.  Finally, repeat the steps for the remaining ENABLING and SUPPORTING Standards 4 – 9; but again, **there is no need to compile evidence for these standards for the fall 2005 SAU Review visit – you only need to circle bullets and/or letters in the Evidence Section and list any additional evidence as the basis for your decision with respect to the SAU's placement on the continuum for these standards.**

**Timeline for completion:**

The self-assessment should be completed by October 17, 2005.  The Department intends to begin SAU visits the third week in October starting with the larger SAUs (more than 500 students) and following with smaller SAU visits (fewer than 500 students).  As early as possible in the school year, a schedule for the SAU Review visits will be developed, so that districts can be promptly informed of the date of their visit.

**Deciding how to conduct SAU Reviews for Unions:**

If an SAU is part of a Union, choose one of the following options.
- Option A - Complete one self-assessment for all of the SAUs in the Union combined.
- Option B - Complete one self-assessment for each SAU in the Union separately.

*Where SAUs in a Union rely on a practice of unified conversations and planning for implementing the Learning Results and Local Assessment System, Option A is a good choice.*

Review visits for SAUs that are part of a Union will be scheduled in accordance with the option selected.

**Upon selection of your option, please e-mail Jennifer Pooler at [jennifer.pooler@maine.gov](mailto:jennifer.pooler@maine.gov), no later than September 16, 2005.**

**How to include private schools that are approved for tuition and enroll at least 60% publicly funded students, as determined by the previous school year's October and April average enrollment:**

See specific guidance on pages 14 – 16: *"Directions Specific for SAUs That Send Students To Private Schools That Enroll At Least 60% Publicly Funded Students"* and *"Questions Specific for SAUs That Send Students To Private Schools That Enroll At Least 60% Publicly Funded Students"*.

**Assistance with completion of the self-assessment:**

Between September 12 and 30, meetings will be held in nine regions of the State to orient SAUs to the self-assessment tool and to answer questions about the completion process.

**Organizing the completed self-assessment with evidence for the SAU Review Visits:**

- Label **FOUR COMPLETED COPIES** (SAU's placement on <u>all</u> indicators with marked (circled bullets and/or letters/listed current supporting evidence) of the self-assessment with your SAU's information (SAU Name; Supt. or designee; Contact Information).  These copies are for the MDOE Review Team Members.
- **COMPILE** and **ORGANIZE** the SAU's <u>current evidence</u> for the three <u>CORE Standards (1, 2, and 3)</u> by standard including evidence for responses to focus questions, preferably in notebooks or boxes for ease of access by the MDOE Review Team (NOTE: Only one notebook is required for the MDOE Review team).

# NOTE:  Information about the process and protocol for the visitation day is included with this mailing under separate cover.

# Directions Specific for SAUs That Send Students To Private Schools That Enroll At Least 60% Publicly Funded Students

1. The SAU Review visits are designed to ascertain progress regarding implementation of the *Learning Results* and the Local Assessment System. It is necessary to conduct targeted dialogue regarding how the SAU assures that their students that attend private schools that enroll at least 60% publicly funded students are achieving the contents standards of the *Learning Results*. Accordingly, it is critical to involve the private schools in the dialogue.

2. In order to accomplish the goal of identifying the process that the SAU and the private school employ for assuring that students are achieving the *Learning Results*, both parties should plan to actively prepare for and participate in the review process.

3. The SAU with the highest percentage of students attending the private school and that private school should engage as partners in the review process by initially preparing for the on site visit by addressing the questions identified below in Question 7.

4. The SAU and the private school should both be in attendance at the scheduled SAU Review.

5. The private schools that enroll at least 60% publicly funded students and the SAU that sends the highest percentage of students to them are identified in the list below. **Please note: Representatives from other SAUs that also send students to the private schools listed below should contact the lead SAU to find out scheduling details and plan to participate in the targeted dialogue by attending preparation meetings/discussions and the meeting of the visiting Review Team, the lead SAU and the private school**.

Blue Hill (School Union 93) - George Stevens Academy and the Liberty School
Bristol (School Union 74) - Lincoln Academy
China (School Union 52) - Erskine Academy
Saco (School Union 7) - Thornton Academy
MSAD 30 - Lee Academy
MSAD 53 - Maine Central Institute
MSAD 63 - John Bapst Memorial High School
MSAD 68 - Foxcroft Academy
MSAD 72 - Fryeburg Academy
MSAD 77- Washington Academy

6.  The SAUs listed above should contact the private schools to inform them of the dates, times and locations for preparation meetings/discussions and the SAU Review visit.  The private schools listed above have been notified of the SAU Review visits.

7.  As noted above, the SAU Review visits will be focused on the implementation of the *Learning Results* and Local Assessment System. Therefore, the Superintendent of the SAU and the representatives from the private schools should expect to address the questions listed below.

# Questions Specific To SAUs That Send Students To Private Schools
# That Enroll At Least 60% Publicly Funded Students

1. How does the private school that enrolls at least 60% publicly funded students measure "student achievement of the standards of the system of *Learning Results*" per Title 20-A Section 6202-A, sub 4?

2. How are the *Learning Results* and assessment of student performance addressed in a contract between the sending SAU and the private school that enrolls at least 60% publicly funded students? Please specify.

3. If there is no contract, then how does the sending SAU know the level of student performance required for graduation?

4. Describe the level of coordination of the *Learning Results*, Local Assessment System and graduation requirements between the private school that enrolls at least 60% publicly funded students and the sending SAU.

5. What is the implementation plan and timeline for the private school that enrolls at least 60% publicly funded students that will ensure student access to the *Learning Results* endorsement? What is the process that the private school is using to make that decision?

6. How will the SAU work with the private school to ensure the implementation of the private school's process for reporting student achievement?

# Standard 1: Student Focus

*Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the context of high quality content and performance standards. Educational programs, structures and learning activities, including curriculum, instruction, and assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes articulated in the* Learning Results.

| Indicators | In our SAU, the current evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **1.1 *Learning Results* Alignment**<br><br>All instructional staff can document alignment of actual curriculum, instruction and assessment with the *Learning Results* across all content areas to demonstrate that all students have the opportunity to learn (See assumption p. 5 bullet 3)<br>**M   M/E   E   E/T   T** | ❑ Our instructional staff have participated in very little discussion or planning to align curriculum, instruction and assessments in the content areas within the *Learning Results*.<br>❑ Very few students have the opportunity to learn, develop, and demonstrate achievement of the content standards of the *Learning Results*. | | ❑ Our instructional staff have developed and implemented curriculum, instruction and assessments that align in some, but not all of the content areas within the *Learning Results*.<br>❑ Most students are provided the opportunity to learn, develop and demonstrate their understanding in some of the content areas of the *Learning Results*. | | ❑ Our instructional staff have implemented curriculum, instruction, and assessments that are aligned with all of the content areas within the *Learning Results*.<br>❑ All students are provided the opportunity to learn, develop and demonstrate their understanding and achievement of all content areas of the Learning Results**.** |
| **1.2 Shared Understanding of Targets of Learning**<br><br>Students know what will be assessed, know the standards of performance, and understand and value that which they are asked to do.<br>**M   M/E   E   E/T   T** | ❑ Many of our students are not clear about what will be assessed and what the standards of performance are for the achievement of the *Learning Results* across collections of assessments. | | ❑ Our students have a basic understanding of the expectations for achievement of the *Learning Result* as they relate to individual assignments or assessments.<br>❑ Students are not clear about the expectations of the performance standards for collections of assessments across grade spans and content areas of *Learning Results*. | | ❑ Our students understand and can identify what they should know and be able to do.<br>❑ Our students are clear about the expectations of the performance standards for achieving the *Learning Results* across collections of assessments.<br>❑ Our students understand that there is shared ownership and responsibility in our SAU for successful preparation of students to graduate ready for post secondary education. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 19**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Standard 1**

| Indicators | In our SAU, the current evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **1.3 Student Work in Decision-Making**<br><br>Student work and other student information is used to guide and inform decision-making about curriculum, instruction and assessment.<br><br>**M     M/E     E     E/T     T** | ❑ A process for monitoring and evaluating student achievement data for planning or instructional purposes is not yet in place. | | ❑ Teachers, students, and parents engage in an ongoing process of monitoring and evaluating student achievement data to improve student learning, but it is not yet systemic.<br>❑ A process for monitoring and evaluating student achievement data to inform curriculum, instruction and assessment decisions in our SAU is in place, but it is not yet systemic.<br>❑ Student work is used to illustrate alignment of the curriculum with the Learning Results, but it is not yet a systemic practice.<br>❑ Student achievement data, including that derived from the Local Assessment System is used for planning curriculum, instruction, and assessment, evaluating programs and structures, identifying gaps in students opportunities to learn, and developing strategies to eliminate any gaps, but this practice is not yet systemic. | | ❑ Teachers, students, and parents engage in an ongoing process of monitoring and evaluating student achievement data to improve student learning in a consistent and systemic way.<br>❑ A process for monitoring and evaluating student achievement data to inform curriculum, instruction, and assessment decisions throughout our SAU is in place.<br>❑ Student work is systematically used to illustrate alignment of the curriculum with the Learning Results across the SAU.<br>❑ Student achievement data is used for planning curriculum, instruction and assessment, evaluating programs and structures, identifying students with opportunity to learn gaps, and developing strategies to eliminate those gaps across our SAU. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 19**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **1.1** *Learning Results* **Alignment**<br><br>**1.2 Shared Understanding of Targets of Learning**<br><br>**1.3 Student Work in Decision - Making** | • Comprehensive Education Plan<br>• Comprehensive Guidance Plan<br>• Annual School Approval Form (EF-I-291)<br>• Strategic plan<br>• Example of program modification/redesign or change that was based on the analysis of student achievement data<br>• Curriculum documents<br>• Surveys of Enacted Curriculum Data<br>• *Program of Study* documents<br>• Plans to implement Visual and Performing Arts, Modern and Classical Languages and Career Preparation<br>• Communication on strategies to ensure opportunity to learn<br>• Personal Learning Plans<br>• Rubrics/scoring guides (including some jointly developed by teachers and students)<br>• Student work/benchmarked papers<br>• Protocol for student led conferences<br>• Student exhibitions<br>• Student portfolios<br>• Lesson plans<br>• Student interview and/or survey data<br>• SAU policies and guidelines for early intervention and early screening<br>• SAU policies and guidelines for interventions for under-performing students<br>• SAU assessment results<br>• MEA results<br>• A list of student services provided by the SAU<br>• Other: **Please List** | a. A Comprehensive Education Plan is aligned with the system of *Learning Results,* focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b. A comprehensive guidance program to enhance the ability of students to meet the content standards of the *Learning Results* is in place (Chapter 125, Section 9.02 A).<br>c. A planned program of learning is designed to prepare students to meet the content standards of the system of *Learning Results* for each of the grade spans (Chapter 125, Section 2.06).<br>d. A written curriculum document that includes the learning expectations for all students for all content areas of the system of *Learning Results,* and that reflects continuous, sequential and specific instruction aligned with the content areas of the system of *Learning Results* (Chapter 125, Section 2.07) is in place.<br>e. *Program of Study* documents illustrate both alignment and opportunity to learn, to develop understanding of, and to demonstrate achievement of the *Learning Results* and reflect aligned, continuous, sequential and specific instruction.<br>f. Plans to implement the content areas of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts are operational.<br>g. Communication materials provide specific guidance for students on how to make choices within the SAUs *Program of Study*.<br>h. Personal Learning Plans for alternative education students and other students to meet the content standards of the system of *Learning Results* are in place (Chapter 125, Section 2.19).<br>i. Students are clear about the targets of learning; many of which are illustrated through shared scoring guides and/or benchmark papers.<br>j. Students are able to show and explain what they are currently working on and the purpose of the work.<br>k. Teachers meet annually to select classroom assessments that are aligned with the SAU curriculum and the *Learning Results*.<br>l. Educators meet to review assessment results to evaluate curriculum and instructional decisions.<br>m. Written guidelines, developed from achievement data, are used for early identification of under-performing students.<br>n. Plans for students at risk of school failure are in place, with description of appropriate alternative programs to meet their needs (Chapter 125, Section 2.16 E 2B).<br>o. Grade level and cross grade level meetings include discussions about student achievement, strategies for improvement, and data use for school and individual student improvement.<br>p. Extended instructional days for students who need more than the minimum day to meet the content standards of the system of *Learning Results*, or additional standards established by the board (Chapter 125, Section 5.05) are available.<br>q. Programs and structures are evaluated and modified in response to student achievement data.<br>r. Other: **Please List** |

**Examine your Current Evidence as circled or added above. Use the "preponderance of evidence" to make your placement decisions.**

Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet. See Note pg. 13.

**<u>Introduction:</u>** **In addition to placing your SAU on the various continua in the self-assessment and gathering the appropriate evidence, we are asking every SAU to address the follow focus questions. The Department wants to collect consistent data around key aspects of the implementation of Maine's *Learning Results*. This is critical information and is of particular interest to the Department of Education and the Education Committee**.

# <u>Focus Questions for</u>
# <u>Standard 1: Student Focus</u>

*Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the context of high quality content and performance standards. Educational programs, structures and learning activities, including curriculum, instruction, and assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes articulated in the* Learning Results.

1. What steps have you taken to ensure that all students in your SAU have the opportunity to learn, develop understanding of and demonstrate achievement of the content standards of the Learning Results?

2. What steps have you taken to use the data from student work from both daily classroom work and the local assessment system to evaluate and make modifications to improve student learning? (reduce/eliminate opportunity to learn gaps)

# Standard 2: Content and Instruction

*Student achievement of the* Learning Results *requires teachers to have depth in both content knowledge and in the skills of teaching, including the use of technology, and assessment.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **2.1 Opportunity to Learn and Achieve**<br><br>All students have sufficient opportunity to practice and achieve the *Learning Results* through rich, challenging, interdisciplinary, applied and engaging learning activities.<br><br>**M M/E E E/T T** | ❑ Although the written curriculum alignment may exist, there is currently little instructional alignment to the *Learning Results*. Many of our staff members do not plan, teach, and assess with the *Learning Results* in mind.<br>❑ Due to grouping or methods of organizing for instruction practices, a number of students do not have the opportunity to learn, practice, and achieve the *Learning Results*.<br>❑ For the majority of our students, rich, challenging, applied, and/or engaging learning activities may not be a regular occurrence.<br>❑ For the majority of our students, interdisciplinary learning may not be a regular occurrence.<br>❑ Few if any of our students engage in integrated learning experiences that focus on significant content and provide authentic learning contexts that are connected to the community. | | ❑ Some instruction in our SAU is tightly aligned to the *Learning Results*. This is not consistent across all eight content areas and/or all classrooms.<br>❑ Many of our students have the opportunity to learn, practice, and achieve the *Learning Results*, but grouping or the methods of organizing for instruction of students in some content areas or grade spans contributes to a disparity in this area.<br>❑ For many of our students, rich, challenging, applied, and/or engaging learning activities are present, but they are not widespread or systemic across grade spans.<br>❑ For many of our students, interdisciplinary learning is present, but it is not widespread or systemic across the grade spans.<br>❑ Some of our students engage in integrated learning experiences that focus on significant content and provide authentic learning contexts that are connected to the community. | | ❑ Instruction across the board is tightly aligned to the *Learning Results* in all eight content areas. Across the SAU our staff members plan, teach, and assess with the Learning Results as the clear focus.<br>❑ Our students have frequent opportunities to learn, practice and achieve the Learning Results. Through effective grouping or methods of organizing for instruction, students have access to the classes/courses necessary to do so is available to all of our students.<br>❑ For the majority of our students, rich challenging, applied, and/or engaging learning activities are planned system wide across content areas and grade spans.<br>❑ For all our students, interdisciplinary learning is planned system-wide across content areas and grade spans.<br>❑ Most of our students engage in integrated learning experiences that focus on significant content and provide authentic learning contexts that are connected to the community. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 24**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Standard 2**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **2.2 Sound Instructional Strategies**<br><br>Instructional strategies are researched-based and include best practices that:<br>• require teachers have deep content knowledge;<br>• allow students to demonstrate achievement in a variety of ways;<br>• involve all students in higher order thinking to promote depth of understanding;<br>• provide opportunities to demonstrate application of knowledge or learning; and<br>• emphasize depth of understanding over breadth of coverage.<br><br>**M    M/E    E    E/T    T** | ❑ Many staff members need to increase their content knowledge. We know this is an issue and are at the beginning stages of addressing it.<br>❑ There is little use of research-based strategies in most of our classrooms.<br>❑ Much of what happens in classrooms appears to meet the instructional needs of some, but not all of our students.<br>❑ Much of what goes on in the classrooms is focused on lower level thinking skills (Knowledge, Comprehension levels on Blooms).<br>❑ Coverage of the curriculum seems to be more important than the depth learning in many of our classes.<br>❑ We are aware of the need to be using a much wider variety of instructional strategies and assessment modes. | | ❑ Some staff members need to acquire deeper content knowledge in their assigned teaching areas. Clear plans to make this happen are already underway.<br>❑ There is some use of research-based instructional strategies in our classrooms.<br>❑ Some groups of teachers are changing their practices to meet the needs of all students and their varied learning styles. Much of the instruction is student-centered. However, the changes are not widespread enough at this point. We feel there is still too much "sit and get" instruction taking place in a number of classrooms.<br>❑ Learning that involves higher level thinking and problem solving is a priority for most of our students. However, we know this needs to be the case for all students.<br>❑ We are engaged in discussions and/or are planning for a shift away from a breadth of coverage and toward deep and lasting understanding for students.<br>❑ There is some variety in our assessment modes and instructional strategies, but many of our teachers still rely heavily on one or two modes. | | ❑ The members of our staff have deep content knowledge in their assigned teaching areas.<br>❑ Consistent use of research-based instructional strategies exist within our classrooms.<br>❑ Across the SAU our teachers consistently and appropriately use a variety of student-centered strategies that accommodate various learning styles.<br>❑ We require all students to use higher order thinking and problem solving skills regularly.<br>❑ We emphasize depth of understanding over covering the curriculum consistently across all classrooms.<br>❑ A rich variety of assessment modes and instructional strategies are being used in our classrooms. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 24**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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**Standard 2**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **2.3  Access to Technology**<br><br>A full complement of multi media technologies are available and used regularly by educators and students to enhance and deepen the learning process.  Tools, for communication, collaboration and in-depth learning are available and easily accessible.<br><br>   **M   M/E   E   E/T   T** | ❑ Technology is not being used in the majority of our classrooms, yet.<br>❑ There has been a lack of necessary technology integration training for our instructional staff.<br>❑ Unfortunately, our teachers and students do not have easy access to a variety of multi media tools to support their learning.<br>❑ Our students use technology, but it is often for their own purposes or to make assignments look more presentable. | | ❑ Technology integration is happening in some classrooms.<br>❑ Professional development opportunities related to integrating technology have been offered to our teaching staff, but attendance has fluctuated or implementation of new ideas has been fragmented.<br>❑ Technology, including multi media tools, may not be available in all classrooms but is available somewhere in the school or school system.<br>❑ Student and teacher use of technology is becoming a more integral part of the learning process in our classrooms. | | ❑ Technology integration is in all content areas.<br>❑ Our teachers have had ongoing opportunities to learn how to effectively use technology in ways that enhance and deepen student learning.  Widespread implementation of technology integration is evident.<br>❑ Our teachers and students have easy access to technology at the point of learning, to a variety of multi media tools that support learning, communication, and collaboration.<br>❑ Both teacher and student use of technology is purposeful and integral to the learning process in our classrooms**.** |
| **2.4  Instruction That is Responsive to Needs of Learners**<br><br>To ensure all students receive appropriate instruction, teachers use a variety of instructional strategies to respond to the individual needs of learners.<br><br>   **M   M/E   E   E/T   T** | ❑ There is little variety of instructional practices in most of our classrooms.  Most of what happens in the classrooms appears to be teacher-centered and may only meet the needs of a portion of our students.<br>❑ We have a lot of professional development work to do in the area of designing instructional strategies that respond to the individual needs of learners. | | ❑ Some of the teaching practices in our classrooms reflect an understanding of diverse learners.  Some staff members are skillful at using differentiation.<br>❑ More professional learning opportunities and sharing of ideas need to be provided so the practice of differentiation becomes widespread. | | ❑ The teaching practices in our classrooms reflect an understanding of diverse learners through purposeful differentiation. Our teachers monitor instructional strategies and modify them as needed. They possess a repertoire of instructional strategies and know when to employ them.<br>❑ Our teachers have had training in differentiating their instruction and are afforded regular opportunities to share ideas with other staff members. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 24**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections).  **Circle the letter** that best represents your status for each indicator on **this page**.

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**Evidence Section**

**What evidence does your SAU currently have for Standard 2 – Content and Instruction?  Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **2.1 Opportunity to Learn and Achieve**<br><br>**2.2 Sound Instructional Strategies**<br><br>**2.3 Access to Technology**<br><br>**2.4 Instruction That is Responsive to Needs of Learners** | • Comprehensive Education Plan<br>• Annual School Approval Form (EF-I-291)<br>• Student portfolios and/ or student work that reflects a responsive approach to student learning<br>• Lesson/unit plans<br>• Interviews<br>• Professional development/workshop agendas<br>• Curriculum/*Program of Study* documents<br>• List of resources available that would provide information about responsive approaches to individual learner needs and research-based teaching strategies<br>• Percentage of highly qualified teachers<br>• Staff/student computer ratios<br>• Technology Plan (Chapter 125, 4.01, E3, C5)<br>• Student products using technology<br>• Plans to implement Visual and Performing Arts, Modern and classical Languages and Career Preparation<br>• Other:  **Please List** | a.  A Comprehensive Education Plan is aligned with the system of *Learning Results,* focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b.  Lesson and unit plans are explicitly aligned to the *Learning Results* in all eight content areas.<br>c.  Samples of unit plans include interdisciplinary work with some regularity.<br>d.  Teachers can articulate how students have sufficient opportunity to learn and practice prior to summative assessments, they use different teaching strategies to reach the variety of learners in the room, and they build lessons and units with the targeted *Learning Results* at the heart of the design.<br>e.  Teachers can articulate and show how technology is used to enhance learning in their classroom.<br>f.  Professional development opportunities are positively impacting teaching.<br>g.  Agendas for professional development target technology integration and instructional differentiation.  Also, there is documentation to show that teachers have time to collaborate and share effective instructional strategies.<br>h.  The professional library or other collections of resources available offer extensive support for differentiation and information about pertinent research-based strategies.  These resources are frequently in use.<br>i.  Staff/student computer ratios reflect easy access to computers for both students and staff.<br>j.  Teachers demonstrate deep content knowledge in the discipline they teach.<br>k.  All students have access to rigorous and challenging curriculum<br>l.  The practice of tracking students has been eliminated.<br>m.  Plans to implement the content areas of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts are operational.<br>n.  Other:  **Please List** |

**Examine your Current Evidence as circled or added above.  Use the "preponderance of evidence" to make your placement decisions.**

Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet.  See Note pg. 13.

**Introduction**: In addition to placing your SAU on the various continua on this self-assessment and gathering the appropriate evidence, we are asking every SAU to address the follow focus questions. The Department wants to collect consistent data around key aspects of the implementation of Maine's *Learning Results*. This is critical information and is of particular interest to the Department of Education and the Education Committee.

## Focus Questions for
## Standard 2: Content and Instruction

*Student achievement of the* Learning Results *requires teachers to have depth in both content knowledge and in the skills of teaching, including the use of technology, and assessment.*

1. In what ways have you provided time for teachers to work together to support student learning?

2. What steps have you taken to modify programs and structures, other than time, to respond to the need to have all students engaged in their learning?

3. What steps have you taken with the use of technology to enable teachers to increase their depth of knowledge and their teaching skills - instructional practice - related to technology?

# Standard 3: Accountability Through Assessment, Reflection, and Action

*Student achievement of the* Learning Results *requires continual valid and reliable assessment against meaningful standards, the skills to reflect and plan using pertinent information and data, and the commitment to take action directed at closing the achievement gap.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **3.1 Data-Driven Accountability**<br><br>A data-driven accountability system exists at all levels of the system – State, district, and school, including data collection and analysis leading to action. Technology is fully implemented as a tool in the collection and analysis of data to make decisions related to closing any achievement gap.<br>  **M  M/E  E  E/T  T** | ❑ Components of a data-drive accountability system exist, but they are discrete and not well coordinated.<br>❑ There is limited use of technology for the collection and analysis of data. | | ❑ The design for an aligned data-driven accountability system, linked to our Comprehensive Education Plan, is in place.<br>❑ Some faculty members are engaged in analyzing classroom assessment practices that inform teaching.<br>❑ Our SAU is currently implementing some components of the accountability system and additional action steps are identified.<br>❑ Our SAU is currently using technology for data collection and exploring the use of technology for data analysis, but this has not been implemented across the system. | | ❑ There is an aligned data-driven accountability system in place.<br>❑ All faculty members are engaged in analyzing classroom assessment practices that inform teaching.<br>❑ All faculty members are engaged in analyzing classroom, school, and SAU assessment information. They use the results to plan for instruction and set curricular priorities directed at high achievement levels for all students (closing the achievement gap).<br>❑ Our SAU maximizes the use of technology as a tool for analyzing data from a variety of sources. |
| **3.2 Purposes for LAS**<br><br>The foundation of the local assessment system is a framework that identifies and aligns all individual, grade-level, district-wide, and large-scale assessments with the *Learning Results*. The system is designed to serve three purposes: informing and guiding teaching and learning, monitoring and holding units accountable, and certification of student achievement.<br>  **M  M/E  E  E/T  T** | ❑ Classroom assessments are given, the MEA is administered and other SAU assessments are used, but they are not all necessarily aligned to the *Learning Results* yet, nor do they collectively represent the breadth and depth of the content area standards of the *Learning Results.*<br>❑ No information about the design of the Local Assessment System has been communicated to stakeholders.<br>❑ The range of assessments given do not address all of the purposes of the system. | | ❑ A Local Assessment System with multiple formal and informal assessments is in place.<br>❑ Some information about the design of the Local Assessment System has been communicated to stakeholders.<br>❑ Our system has not yet been implemented across all grade spans and/or content areas and/or across levels of the system.<br>❑ Some teachers can articulate how the assessments in the Local Assessment System are used to measure progress towards the *Learning Results.*<br>❑ A commitment has been made to use the results of the assessments to plan for improving student achievement for all students. | | ❑ An aligned system for assessing student progress toward the *Learning Results* is in place for all content areas.<br>❑ The Local Assessment System design has been communicated to all appropriate stakeholders.<br>❑ Teachers can articulate how assessments are utilized to measure progress towards the *Learning Results.*<br>❑ Assessments and feedback are specific to standards, to instruction, and to the purpose.<br>❑ The results of these assessments are used to plan for improving student achievement for all students. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 28**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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**Standard 3**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **3.3 Focus on Informing Teaching and Learning**<br><br>Assessment is an integral part of and is used to inform teaching and learning.<br>  **M   M/E   E   E/T   T** | ❑ Teachers see assessment as separate from curriculum and instruction.<br>❑ Our improvement planning activities do not yet use data from classroom, school, SAU, and State assessments to define curricular priorities and make individual classroom instruction decisions. | | ❑ Some teachers integrate assessment with instruction in their classrooms, providing frequent feedback that moves learners forward.<br>❑ A system to use assessment data to set curricular priorities and plan classroom instruction is in place.<br>❑ The SAU plans to involve the entire faculty in the analysis of assessment data for these purposes.<br>❑ Currently individual teachers or even teachers at a grade level use the data to make decisions, but it is not yet a systemic practice. | | ❑ Teachers regularly integrate assessment with instruction in their classrooms, providing frequent feedback that improves student learning.<br>❑ Staff members have a shared understanding that an important purpose of assessment is to inform teaching and learning.<br>❑ A variety of effective, aligned assessments are routinely and systematically implemented and regularly used to set curricular priorities, and to revise instruction when needed. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 28**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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**Evidence Section**
**What evidence does your SAU currently have for Standard 3 – Accountability Through Assessment, Reflection, and Action?**
**Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **3.1 Data Driven Accountability**<br><br>**3.2 Purposes for LAS**<br><br>**3.3 Focus on Informing Teaching and Learning** | • Comprehensive Education Plan<br>• Local Assessment System Plan<br>• Annual School Approval Form (EF-I-291)<br>• Data from classroom, school, SAU, and State assessments<br>• Sample assessments<br>• Protocols for assessment development<br>• Sample rubrics/scoring guides (including some jointly developed by teachers and students)<br>• Protocol for student led conferences<br>• Sample benchmarks<br>• Feedback protocols<br>• Accommodations list<br>• PAAP Participation<br>• Evidence of closing the achievement gap<br>• Other: **Please List** | a. A Comprehensive Education Plan is aligned with the system of *Learning Results,* focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b. A coordinated collection of assessments is administered to students that as a whole, provides information on individual students, the school, and the SAU with respect to achievement of the content standards of the *Learning Results* (Chapter 125, Section 2.16).<br>c. A local assessment system is in place as the measure of student progress on achievement of the content standards of the system of *Learning Results* (Chapter 125, Section 5.03)<br>d. Processes/procedures for developing/adapting/selecting assessments include evidence of alignment with Maine's *Learning Results* and are part of the collection of assessments designed to determine what a student knows and is able to do (Chapter 125, Section 2.02).<br>e. There is a description that shows how the SAU uses multiple classroom, school, SAU and State assessments, both formal and informal, to assess and monitor each child's progress in achieving content, performance and graduation standards.<br>f. Student work is used to exemplify the expectations of learning.<br>g. Sample assessment tools include formal and informal, classroom, school, SAU and state measures (with rubrics/scoring guides and benchmarks) exist.<br>h. School and student assessment data are used to evaluate, develop, and improve curriculum, instruction and assessment (Chapter 125, Section 5.05).<br>i. Information shows how assessment data is used for improving instruction and setting curricular priorities across teams and levels.<br>j. Written guidelines are used for the early identification of under-performing students and for providing any necessary support.<br>k. Written guidelines are used for the appropriate inclusion and implementation of accommodations for students in special education and English language learners.<br>l. Students with special needs and English language learners participate in all assessments with appropriate accommodations.<br>m. Alternate assessments are provided for a student whose exceptionality requires accommodations that are so significant that they compromise the validity of the assessment (Chapter 125, Section 2.03).<br>n. Schedules and minutes of meetings demonstrate that grade level and teacher meetings include discussion of student achievement data at the SAU, school, classroom and individual levels to inform teaching and learning.<br>o. Technology is used for data collection and analysis.<br>p. Documented action has been taken directed at closing the achievement gap.<br>q. Other: **Please List** |

**Examine your Current Evidence as circled or added above. Use the "preponderance of evidence" to make your placement decisions.** Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet. See Note pg. 13.

**<u>Introduction</u>: In addition to placing your SAU on the various continua on this self-assessment and gathering the appropriate evidence, we are asking every SAU to address the follow focus questions. The Department wants to collect consistent data around key aspects of the implementation of Maine's *Learning Results*. This is critical information and is of particular interest to the Department of Education and the Education Committee.**

## Focus Questions for
## <u>Standard 3: Accountability Through Assessment, Reflection, and Action</u>

*Student achievement of the* Learning Results *requires continual valid and reliable assessment against meaningful standards, the skills to reflect and plan using pertinent information and data, and the commitment to take action directed at closing the achievement gap.*

<u>**Assessment Collections**</u>:  **(Suggested Evidence: Templates/grids for each grade span and content area)**

1.  Use your current evidence to describe your collections of assessments for 3-4, 5-8 and 9-12 English Language Arts and Mathematics and 9-12 Science and Technology, Social Studies and Health and Physical Education.  Include information on the number and the distribution of the assessments, as well as the % identified as common assessments for each collection.  (Put the number of assessments for each collection by content area and grade span in the boxes below.)
    Reminder: There is a requirement to report individual student scores for these content areas and grade spans.  Previous recommendations on the number of assessments in the *LAS Guide* will be reviewed and may be modified during the upcoming review of Chapter 125 and Chapter 127.

| English/LA | | | Math | | | Science & Tech | | | Soc. Studies | | | Health & PE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3-4 | 5-8 | 9-12 | 3-4 | 5-8 | 9-12 | K-4 | 5-8 | 9-12 | K-4 | 5-8 | 9-12 | K-4 | 5-8 | 9-12 |
|  |  |  |  |  |  | ▓ | ▓ |  | ▓ | ▓ |  | ▓ | ▓ |  |

2.  Use your current evidence to describe the collection of assessments you have identified to produce ***school level data*** for 3-4 and 5-8 Science and Technology, Social Studies, and Health and Physical Education. Include information on the number and distribution of the assessments across the content standards as well as the % identified as common assessments.   (Put the number of assessments for each collection by content area and grade span in the boxes below.)

| Science & Tech | | Soc. Studies | | Health & PE | |
|---|---|---|---|---|---|
| 3-4 | 5-8 | 3-4 | 5-8 | 3-4 | 5-8 |
|  |  |  |  |  |  |

3. What are your challenges?

## **Assessment Quality and Fairness:** **(Suggested Evidence: Descriptions of processes and/or procedures used to ensure alignment with *Learning Results,* accuracy in scoring assessments, appropriate use of accommodations, and the availability of a replacement policy.)**

4. Use your current evidence to describe how your SAU ensures:
   a. the assessments in the collections are aligned to measure the *Learning Results*.
   b. there is accuracy in scoring the assessments in these collections.
   c. that appropriate accommodations are used.
   d. that students have the opportunity for replacement.

5. What are your challenges?

# Implementation Issues: (Suggested Evidence: Decision documents/policies and/or plans)

6. Have you selected the set of performance standards (% or mode) to be applied in your SAU?  Explain.

7. When are you prepared to report the performance levels (Does not meet, partially meets, meets, exceeds the standards) of your students across a collection of assessments in Mathematics and English Language Arts for 3-4 and 5-8 (See Appendix C - *Learning Results* Implementation Timeline)?

8. When are you preparing to graduate students based on *Learning Results* endorsements in English Language Arts and Mathematics (See Appendix C - *Learning Results* Implementation Timeline)?

9. What steps have you taken to ensure that teachers regularly integrate assessments with curriculum and instruction in their classrooms, providing frequent feedback to improve student learning?

10. What steps have you taken to assist schools and teachers in using classroom, school and district data to determine instructional strategies?

11. What steps have you taken to engage teachers and administrators as part of a professional learning community?

12. What are your challenges?

13. What do you need for technical assistance related to your assessment system?

# Standard 4:  Equity and Responsibility

*All students can, and do, achieve high levels of knowledge and skills.  All adults (parents, educators, and community members) are responsible for enabling and supporting such levels of achievement.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | | |
|---|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** | |
| **4.1  All Students Can Learn With Opportunity**<br><br>Teachers and administrators believe that all students can learn to high standards (Maine's *Learning Results*) and can document ample and equitable opportunities for all students to learn, develop and demonstrate learning.<br><br>**M    M/E    E    E/T    T** | ❑ The belief in the goal of all students learning to high standards among teachers and administrators is inconsistent.<br>❑ Students are unclear or have not participated in setting learning goals.<br>❑ Teachers work mostly in isolation with little or no collaboration.<br>❑ It is widely acknowledged by stakeholders that different standards exist for different students.<br>❑ Assessment administration, while improving, is still random with little collaborative effort among teachers or schools within the SAU to date.<br>❑ Students are tracked in classes that limit equitable opportunity to learn. | | ❑ The belief is shared by many teachers and administrators in the goal of all students learning to high standards.<br>❑ Some students are able to identify, articulate, record and monitor their own learning goals.<br>❑ Teachers discuss student work to inform their practices collaboratively but not consistently.<br>❑ Most students are held to the same standards, but at times there are inconsistencies.<br>❑ Teachers still struggle to find strategies for multiple opportunities for meeting standards.<br>❑ Assessment administration, for the most part, is timed with student readiness, but is sometimes administered without sufficient prior instruction.<br>❑ We are beginning to eliminate tracking practices. | | ❑ Teachers and administrators believe in and have established challenging learning goals aligned to the standards for all students.<br>❑ Students are able to identify, articulate, record and monitor their own learning goals.<br>❑ Our teachers examine assignments, discuss student work collaboratively, and use the information to inform their practices.<br>❑ All students are held to the same standards.<br>❑ All students are provided multiple opportunities for success in meeting the standards.<br>❑ Assessment administration happens over a period of time as students are ready.<br>❑ Tracking has been eliminated. | |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 35**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **4.2 Supportive Interventions for all Students**<br><br>Systems are in place to identify students who experience difficulty reaching benchmarks and standards, accurately assess their learning needs, and target supportive interventions on their behalf.<br>**M    M/E    E    E/T    T** | ❑ Currently, there is no system in place to generate summative data to identify students for supportive interventions.<br>❑ Students are promoted throughout the system with no formal intervention strategies in place. | | ❑ Some summative data is generated, but it is not consistently used to address SAU goals. Some staff are unaware of the types and the role of the summative data being collected.<br>❑ Feedback generated by formative assessments is inconsistent.<br>❑ Intervention strategies are beginning to be established at some grade levels, but are not consistently available to all students who need them nor do they exist at all necessary levels. | | • There is an analysis of both formative and summative data to determine student subgroups, and school goals.<br>• Students use results to monitor their progress toward the standards.<br>• Well-established intervention strategies are available to our students when needed.<br>• There is regular use of a variety of formative assessments to provide feedback to students as well as to modify instruction when needed. |
| **4.3 Family and Community Support/Involvement**<br><br>Families and community are active in the educational process and work together with the school/district staff to produce programs and services for all students.<br><br>**M    M/E    E    E/T    T** | ❑ There is little communication with families.<br>❑ No formal parent organization exists.  Although from time to time parent groups assemble to voice their concerns.<br>❑ SAU facilities are usually closed to the public outside school hours.<br>❑ Parent participation in activities and events is minimal. | | ❑ There are occasional communication materials generated by the SAU, but this does not happen on a regular basis, nor is it consistent throughout the SAU.<br>❑ A parent organization may exist, but it promotes only single a cause or event and is not ongoing or does not have the goal of supporting all students in their pursuit of academic success.<br>❑ Use of SAU facilities is limited to only some groups, and there is no consistent policy in effect.<br>❑ Parents participate in some education activities throughout the school year, but participation does not occur regularly. | | ❑ Communication with families is frequent, consistent, meaningful, and conducted in appropriate ways.<br>❑ An active teacher-parent organization is involved in many aspects of the school community including the support of academics.<br>❑ Families and key community leaders are involved in the governance and planning of our schools in the SAU.<br>❑ SAU facilities are in frequent use after school hours by various community groups and organizations.<br>❑ Parent education activities occur regularly throughout the school year.<br>❑ Parent participation activities show broad representation across the community. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 35**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Evidence Section**
**What evidence does your SAU currently have for Standard 4 – Equity and Responsibility? Circle bullets and/or letters for your SAUs evidence.**

| | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **4.1 All Students Can Learn With Opportunity**<br><br>**4.2 Supportive Interventions for All Students**<br><br>**4.3 Family and Community Support** | • Comprehensive Education Plan<br>• Baseline Data<br>• Diagnostic instruments<br>• Assessments<br>• Portfolios<br>• Rubrics/Scoring Guides<br>• Public Reports<br>• Report Cards<br>• Aligned curriculum documents<br>• Personalized Learning Plans<br>• Teaching units<br>• Parent/teacher organizations<br>• Home-school compacts<br>• Attendance at school events<br>• Translated communication<br>• Community advisory meetings<br>• Schedule of building use<br>• Other: **Please List** | a. A Comprehensive Education Plan is aligned with the system of *Learning Results,* focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b. Baseline student achievement data is disaggregated by race/ethnicity, gender, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variables to determine who is and who is not succeeding and in what areas.<br>c. Teachers regularly use multiple assessments and each is culturally and developmentally appropriate and free of bias.<br>d. Teachers review and record each student's progress in meeting the state and SAU content and performance standards.<br>e. Written guidelines are used for the early identification of under-performing students and provide for the necessary supports.<br>f. Grade level and teacher meetings include discussions about student achievement data at the school, classroom, and individual level to inform school and classroom-based decisions.<br>g. Student report cards document student progress toward meeting standards.<br>h. The professional development program is aligned with the Comprehensive Education Plan for student achievement.<br>i. Documentation of all professional development activities includes participants' reactions, knowledge, and skills acquired, changes in classroom practices, and data on student outcomes.<br>j. The principal visits classrooms to give direct feedback to teachers regarding student learning and the teacher's identified professional development goals.<br>k. Parents and community members are present within the schools volunteering and assisting in different areas of the students' school program.<br>l. Non-school events regularly are taking place within the school facilities.<br>m. Educational activities are offered to parents, and the number of parent participants is logged.<br>n. There is ongoing family and community communications.<br>o. Other: **Please List** |

**Examine your Current Evidence as circled or added above. Use the "preponderance of evidence" to make your placement decisions.** Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet. See Note pg. 13.

# Standard 5: Learning and Continuous Improvement

*Continuous, data-driven professional development, specifically focused on student learning, is crucial to the achievement of the* Learning Results.

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **5.1 Data-Based Decisions**<br><br>Professional Development offerings are targeted and based on multiple forms of data related to teaching and learning needs of the SAU: achievement, attitude, demographic, and program.<br><br>**M   M/E   E   E/T   T** | ❑ Professional development activities to date are loosely aligned, if at all, to SAU/school improvement goals, needs assessment surveys, standards-based assessments, and documented student results. | | ❑ Professional development activities are sometimes based on data from SAU/school improvement goals, needs assessment surveys, standards-based assessments, and documented student results.<br>❑ A plan to ensure this practice is in place. | | ❑ Professional development offerings are consistently based on data from SAU/school improvement goals, needs assessment surveys, and full implementation of a standards based curriculum through standards-based assessments, and documented student results. |
| **5.2 Organizational Capacity and Culture**<br><br>The school system demonstrates the importance of professional development by providing adequate resources and sufficient time during the day, week, and year to support adult learning and collaboration.<br><br>**M   M/E   E   E/T   T** | ❑ Adequate resources and time to create structures and schedules that sustain coherent and consistent professional development have not been established as a priority.<br>❑ Technology professional development is limited or non-existent. | | ❑ Some resources and some time have been provided to create structures and schedules that support our SAU's professional development.<br>❑ Technology professional development is seen as separate from other professional development offerings. | | ❑ Adequate resources and sufficient time have been provided throughout the year supported by structures, schedules, and an organizational culture that prioritizes professional development.<br>❑ Technology is integral to all professional development. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 38**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Standard 5**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **5.3 Current Research on Effective Practice**<br><br>Professional development opportunities support teachers and administrators being knowledgeable about current research on effective instructional approaches.<br><br>**M    M/E    E    E/T    T** | ❑ To date, little of the content of professional development offerings prepares educators to: foster equity and high expectations for all students, reflect on the most current research and practice in teaching and learning within and across content areas, and seek ways to continually improve student achievement. | | ❑ Although inconsistent, the content of some of the professional development offerings prepares educators to: foster equity and high expectations for all students, reflect on the most current research and practice in teaching and learning within and across content area, and seek ways to continually improve student achievement. | | ❑ The content of professional development offerings prepares all educators to: foster equity and high expectations for all students, reflect on the most current research and practice in teaching and learning within and across content area, and seek ways to continually improve student achievement. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 38**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Evidence Section**

**What evidence does your SAU currently have for Standard 5 – Learning and Continuous Improvement? Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **5.1 Data-Based Decisions**<br><br>**5.2 Organizational Capacity and Culture**<br><br>**5.3 Current Research on Effective Practice** | • Comprehensive Education Plan<br>• Student achievement data<br>• SAU/school improvement plan<br>• School wide and SAU professional development plans<br>• SAU policies<br>• Documentation of workshops, presentations<br>• Comprehensive Education Plan<br>• School calendar<br>• Use of Per Pupil Professional Development funds<br>• Syllabi/outlines of professional development activities<br>• Evaluation tools for professional development activities<br>• Other:  **Please List** | a. A Comprehensive Education Plan is aligned with the system of *Learning Results,* focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b. Analysis of aggregated and disaggregated student achievement data takes place.<br>c. The SAUs professional development plan is based on analysis of student performance data and the effectiveness of the program and is linked to the SAU's improvement goals.<br>d. Documentation of professional development activities includes participants' reactions, knowledge and skills acquired, changes in classroom practices, and data on student outcomes.<br>e. Implementation of the professional development plan is fully supported by SAU policies.<br>f. The list of members of the professional development team is representative of all levels of the SAU.<br>g. All staff have an individual professional development plan aligned with the SAU's improvement plan.<br>h. Teachers are highly qualified.<br>i. A Standards-based system for personnel training and development (Chapter 125, Section 8.08) is in place.<br>j. Current educational research and practices are used by the SAU that relate to student achievement of the content standards of the system of *Learning Results* (Chapter 125, Section 401.B).<br>k. The school organization contributes to student achievement of the content standards of the *Learning Results* (Chapter 125, Section 401.E, 2c).<br>l. Other:  **Please List** |

**Examine your Current Evidence as circled or added above.  Use the "preponderance of evidence" to make your placement decisions.**  Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet.  See Note pg. 13.

## Standard 6: Planning for Results (Comprehensive Education Plan)

*Local units develop and implement written plans based on a clear vision for all students and on measurable goals.*

| Indicators | In our SAU, evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **6.1 Vision/Mission Statement**<br><br>The vision statement and expectations for student learning guide the policies, procedures, and decisions of the school.<br><br>**M    M/E    E    E/T    T** | ❑ A vision/mission statement has not been developed yet, or the vision/mission statement is not connected to the policies, procedures, and decisions of the SAU.<br>❑ There may be a mismatch between the vision/mission statement and the expectations for student learning.<br>❑ There is no reference made to the Guiding Principles of the *Learning Results.*<br>❑ The relevant policies and plans do not seem to support the implementation of the *Learning Results.* | | ❑ Our vision/mission statement connects to the expectations for student learning.<br>❑ There may be references in some of the materials to the Guiding Principles of the *Learning Results.*<br>❑ The essence of the vision/mission statement is sometimes secondary to previously devised policies, procedures, and decisions of the SAU.<br>❑ The SAU is in the process of revising the vision/mission statement and policies, procedures and decisions of the SAU for better coherence.<br>❑ The relevant policies and plans begin to support the implementation of the *Learning Results.* | | ❑ Our vision/mission statement clearly describes the expectations for student learning. It is clearly linked to the Guiding Principles of the *Learning Results.*<br>❑ The vision/mission statement clearly guides the policies, procedures and decisions of the SAU.<br>❑ The relevant policies and plans fully support implementation of the *Learning Results.* |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 41**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

| Indicators | In our SAU, evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **6.2 Comprehensive Education Plan**<br><br>A Comprehensive Education Plan (CEP) exists for implementing the *Learning Results*. The plan is based on a clear vision of the current reality and knowledge of the next steps. Aligned curriculum, instruction assessment, and professional development are essential components of the comprehensive plan.<br>**M  M/E  E  E/T  T** | ❑ A CEP exists, but overall, the goals presented are not measurable.<br>❑ Relevant plans have not been revised or reviewed recently to reflect current initiatives, programs or knowledge.<br>❑ Alignment to the *Learning Results* is not evident.<br>❑ Steps to address curriculum alignment and evaluating and monitoring student progress are not directly stated at this time.<br>❑ Professional development planning shows little connection to student achievement of the *Learning Results*. | | ❑ The CEP contains some plans with measurable goals.<br>❑ We have begun to review relevant plans to reflect current initiatives, programs or knowledge.<br>❑ Alignment to the *Learning Results* may be inconsistent across content areas and/or is only partially developed within content areas.<br>❑ Steps to address curriculum alignment and evaluate and monitor student progress are in the process of development, or are not reflected in all eight content areas.<br>❑ Professional development planning shows some connection to student achievement of the *Learning Results*. However, the *Learning Results* are not consistently the focus. | | ❑ Relevant plans within our CEP contain measurable goals.<br>❑ We regularly review relevant plans to reflect current initiatives, programs or knowledge.<br>❑ Clear alignment to the *Learning Results* is consistent across all eight content areas.<br>❑ Our CEP clearly articulates specific procedures for monitoring and evaluating student progress toward achievement of the *Learning Results*.<br>❑ Professional development planning shows a strong connection to student achievement of the *Learning Results*. |
| **6.3 Infrastructure of Planning**<br><br>Effective structures, committees, and processes exist for the development, implementation, monitoring, and coordination of district improvement plans, including the Comprehensive Education Plan.<br>**M  M/E  E  E/T  T** | ❑ Our leadership team(s) has narrow representation.<br>❑ There is not a clear plan to monitor the implementation of the various plans that comprise the CEP. | | ❑ A representative leadership team(s) is in place.<br>❑ Some plans within the CEP are closely monitored for implementation. Some plans do not get the necessary attention. | | ❑ A widely representative leadership team(s) is in place.<br>❑ All plans within the CEP are closely monitored for implementation. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 41**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Evidence Section**
**What evidence does your SAU currently have for Standard 6 - Planning for Results? Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **6.1 Vision/Mission Statement**<br><br>**6.2 Comprehensive Education Plan**<br><br>**6.3 Infrastructure for Planning** | • Comprehensive Education Plan<br>• Vision/Mission Statement – notes from creation and membership<br>• Stakeholder interviews<br>• Policy book – only those related to vision/mission statement, student learning<br>• Curriculum and Assessments K-12<br>• Membership of committee members supporting the various components of the Comprehensive Education Plan<br>• Professional development offerings<br>• Action plan components with responsibilities linked to each component<br>• Review and Evaluation processes for plans<br>• Written evaluation reports<br>• Curriculum documents<br>• Committee membership, agendas, and minutes<br>• Student Handbooks, Report Cards, Letterheads<br>• Other:  **Please list** | a.  A Comprehensive Education Plan is aligned with the system of *Learning Results*, focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 4.01).<br>b.  There is a defined process of creating the mission/vision statement.<br>c.  Students, parents and community can explain in their own words what the mission statement is and how this drives decision making within the SAU.<br>d.  Teachers operationalize the mission statement in their classrooms.<br>a.  An assessment of needs is conducted at least every five years; there is ongoing collection and analysis of data related to the indicators of student performance and development (Chapter 125, Section 4.01 A.).<br>e.  The plans within the Comprehensive Education Plan are reviewed annually and revised as necessary.<br>f.  The composition of committees is representative of various perspectives (content areas, grade levels, …).<br>g.  Action plans are aligned with Mission and Vision Statements and the Comprehensive Education Plan.<br>h.  Plans are available for students at risk of school failure and a description of appropriate alternative programs to meet their needs is included (Chapter 125, Section 4.01E, 2,b.).<br>i.  Professional development offerings are focused on student achievement of the *Learning Results*.<br>j.  Other:  **Please list** |

**Examine your Current Evidence as circled or added above.  Use the "preponderance of evidence" to make your placement decisions.**  Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet.  See Note pg. 13.

# Standard 7: Adaptable Organizational Structures

*There must be systems to support the necessary curriculum, instruction, and assessment practices that will propel learners toward the achievement of the* Learning Results. *This may require changes in school and district structures.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **7.1 Data-Driven Changes**<br><br>Organizational changes are based upon data, research, and planning processes to improve results. Decisions such as budget, class size, student load, and grouping practices are driven by the primary purpose of responding to learning needs of all students.<br><br>**M   M/E   E   E/T   T** | ❑ The changes in our organizational structure are not usually based on data and research.<br>❑ For the most part, the budget planning, class size, student/teacher ratio and grouping practices are done based on factors that seem unrelated to students' learning needs. | | ❑ Some changes in our organizational structure are purposefully driven by data and research.<br>❑ In some of our schools, the budget plan, class size, student load and grouping practices are done in the best interest of students. However, some changes are budget or schedule-driven and may not be in the best interest of our learners. | | ❑ Changes in our organizational structures are purposefully driven by data and research.<br>❑ Budget planning, class size, student /teacher ratio and grouping practices are done in the best interest of improving learning for all of our students. |
| **7.2 Planning for Continuous Improvement**<br><br>Organizational planning for improvement is continuous, coordinated, and communicated consistently over time.<br><br>**M   M/E   E   E/T   T** | ❑ We have yet to make efforts to include a variety of stakeholders in the improvement process.<br>❑ The needs and plans for improvement are not widely communicated.<br>❑ Improvement plans are not coordinated within schools or throughout the SAU.<br>❑ Our improvement plan(s) does not focus on student achievement of the *Learning Results*. | | ❑ We are making efforts to involve more stakeholders in the improvement process, but their involvement is not widespread enough at this point.<br>❑ Some stakeholders, mostly members of our teaching staff, know about the needs and the plans for improvement. More communication is needed in this area.<br>❑ Improvement plans are coordinated within schools. However, planning throughout the SAU has not been coordinated.<br>❑ There is some connection to student of achievement of the *Learning Results* in our improvement plan(s). | | ❑ We offer opportunities for numerous stakeholders to be involved in the improvement process.<br>❑ We communicate broadly (not just within our schools) regarding the needs and the plans for improvement.<br>❑ Plans for improvement are coordinated within schools and throughout the SAU.<br>❑ There is a strong connection to student achievement of the *Learning Results* in our improvement plan(s). |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 45**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **7.3 Evaluation of Programs and Practices**<br><br>A system-wide process is in place to continuously evaluate all programs and practices to determine their impact on student learning, the results of which inform planning and action.<br><br>**M    M/E    E    E/T    T** | ❑ Overall, there seems to be little evidence of data-driven decision-making.<br>❑ There is not a consistent curriculum review plan. Many curriculums have not been examined for a number of years.<br>❑ We may monitor our programs and practices for effectiveness, but the monitoring often does not lead to making needed changes.<br>❑ We know we need to examine student assessment data to improve instructional practice and refine the curriculum, but this is not currently happening. | | ❑ Data-driven decision-making is evident, but data is not consistently used to inform change.<br>❑ Some content areas review their curriculums regularly, but this is not done systemically K-12.<br>❑ There is some degree of monitoring programs and practices for effectiveness. Sometimes we make changes to improve learning opportunities. However, in some areas, we know something isn't working but we are still trying to identify the issue and work to reach a solution.<br>❑ We examine student assessment data sporadically. There often is not enough time to discuss curricular or instructional implications. | | ❑ Data-driven decision-making is used consistently to evaluate and inform change.<br>❑ Our curriculums are evaluated regularly and systemically (K-12) to help set curricular goals.<br>❑ Programs and practices are closely monitored, evaluated, and adjusted to improve learning opportunities.<br>❑ Regular examination of student assessment data provides the impetus for improving curriculum and instruction. |
| **7.4 Support Student and Staff Learning**<br><br>The use of time, the construction of calendars, and the development of schedules support the vision and provide time for professional learning and collaboration.<br><br>**M    M/E    E    E/T    T** | ❑ Our master schedule feels quite rigid.<br>❑ Interdisciplinary learning is rare.<br>❑ Most learning blocks are short (40-45 minutes).<br>❑ There is little time for teachers to meet beyond the scheduled teachers' meetings, or the time allowed is not used to focus on improving learning for students. | | ❑ Our master schedule offers some flexibility, but we are working to make it even more flexible.<br>❑ Interdisciplinary learning opportunities take place, but the master schedule sometimes makes planning for them difficult.<br>❑ Across the school unit, there is a mix of short and long learning blocks.<br>❑ Teachers meet in various configurations, but these opportunities are either not regular, or the purposes for the meetings are not always clearly articulated. | | ❑ Our master schedule offers a great deal of flexibility and is driven by student academic needs.<br>❑ The flexible scheduling promotes interdisciplinary learning opportunities.<br>❑ Alternative time schedules and long learning blocks promote sustained exploration of content.<br>❑ Structured time is regularly devoted to purposeful collaboration of educators in various configurations (team, grade level, and vertical). |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 45**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

M= Maintaining the Status Quo
M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Standard 7**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **7.5 Teacher Evaluations**<br><br>Teacher evaluation systems include criteria related to student progress and provide specific feedback to help the teachers improve as needed.<br><br>**M   M/E   E   E/T   T** | ❑ Our evaluation system does not focus specifically on student performance and its connection to teaching.<br>❑ The evaluation system does not provide much in the way of specific feedback for teachers regarding their teaching and the direct impact on student learning. | | ❑ Our teacher evaluation system minimally includes student performance and its connection to teaching.<br>❑ The evaluation system needs to provide more specific feedback for teachers so they know where improvement is needed related to student learning. | | ❑ Our teacher evaluation system has a clearly articulated component that acknowledges student performance and its connection to teaching.<br>❑ The information in the evaluation process provides usable feedback to improve student performance. Our teachers know where their strengths are, and they also know what areas related to student learning need improvement. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 45**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Evidence Section**

**What evidence does your SAU currently have for Standard 7 – Adaptable Organizational Structures? Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **7.1 Data-Driven Changes**<br><br>**7.2 Planning for Continuous Improvement**<br><br>**7.3 Evaluation of Programs and Practices**<br><br>**7.4 Purposeful Use of Time to Support Student and Staff Learning**<br><br>**7.5 Teacher Evaluations** | • Comprehensive Education Plan<br>• Curriculum review schedule<br>• Teacher and leadership interviews<br>• Master schedules<br>• Professional development/teacher meeting/workshop agendas and calendars.<br>• Agendas of team, grade level, vertical teams, and other collaborative meetings<br>• Documentation of common scoring opportunities<br>• Teacher evaluation tool<br>• Other: **Please List** | a. School organization that contributes to student achievement of the content standards of the system of *Learning Results* is established (Chapter 125, Section 4.02 E 2 c).<br>b. The Comprehensive Education Plan is clearly articulated, cohesive, and communicated to all stakeholders.<br>c. A plan for development and review of curriculum aligned with content area standards of the system of *Learning Results* (Chapter 125, Section 4.02 E d).<br>d. Staff members can articulate how they use the data from assessment scoring sessions to improve instruction and make needed adjustments to curriculum.<br>e. The leadership and teachers can articulate how changes in the organizational structure of the school are driven by data and research with the goal of improving student learning.<br>f. Schedules allow for flexible use of time and student grouping whenever necessary.<br>g. Teachers meet regularly in various configurations (e.g. team, grade level, grade span, vertical) to share teaching techniques, review student work, and analyze data.<br>h. There is documentation that shows common scoring schedules for all eight content areas.<br>i. The teacher evaluation tool has criteria that is related to teaching practices and the connection to student achievement. It provides usable feedback that helps teachers improve when necessary.<br>j. Other: **Please List** |

**Examine your Current Evidence as circled or added above. Use the "preponderance of evidence" to make your placement decisions.** Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet. See Note pg. 13.

# Standard 8: Leadership

*There is effective leadership in the SAU, a collective will, persistence, commitment and optimism based on the belief that Maine education can support children in achieving the* Learning Results.

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **8.1 Leadership Focus on Central Mission**<br><br>Leadership ensures that all aspects of the school program serve the central mission of improving student achievement of the *Learning Results.*<br><br>**M    M/E    E    E/T    T** | ❑ Our leadership team has not yet developed a Comprehensive Education Plan with measurable goals and an action plan to achieve these goals which focuses on improved student achievement of the *Learning Results.*<br>❑ Our leadership team has not yet collaborated to develop a vision and mission statement for our SAU. | | ❑ Our leadership team is in the process of developing, or has partially in place a Comprehensive Education Plan with measurable goals and an action plan to achieve these goals which focuses on improved student achievement of the *Learning Results.*<br>❑ Our leadership team clearly communicates how the Comprehensive Education Plan is connected to the evolving vision and mission statement for our SAU.<br>❑ Our leadership team may not yet developed our equity goals. | | ❑ Our leadership team has collaboratively developed a Comprehensive Education Plan with measurable goals, including equity goals, and an action plan to achieve these goals which focuses on improved student achievement of the *Learning Results.*<br>❑ Our leadership team focuses on improved student learning and embraces the twin goals of equity and excellence- high expectations for all students<br>❑ Our leadership team focuses on student learning goals, builds consensus on these goals, and removes distractions and competing programs that may interfere with reaching the goals.<br>❑ Our leadership team clearly communicates how the Comprehensive Education Plan is connected to a highly visible and known vision and mission statement.<br>❑ Student achievement of the *Learning Results* is the concern and responsibility of everyone. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 48**. Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**Standard 8**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **8.2 Shared and Adaptable Leadership**<br><br>Leadership is widely shared throughout the organization and is adaptable in responding to changing needs.<br><br>**M    M/E    E    E/T    T** | ☐ We do not yet have a leadership structure that promotes shared leadership throughout the organization. | | ☐ There is a commitment to a shared, adaptive leadership structure, but it is not fully implemented.<br>☐ We are engaged in learning about the implementation of shared leadership practices and policies to improve SAU programs.<br>☐ We are aware of representation discrepancies in our leadership structure, and we are working to address those. | | ☐ There is shared leadership throughout the system, and they are responsive to changing needs.<br>☐ There is shared ownership and collaborative commitment to high achievement of the *Leaning Results* for all students.<br>☐ Our administration distributes and entrusts leadership roles to others and provides the necessary support for these individuals to be successful in these leadership roles. |
| **8.3 Leadership Capacity Building**<br><br>The organization provides for teacher and administrative leadership capacity building.<br><br>**M    M/E    E    E/T    T** | ☐ Our professional development activities involve isolated, whole group events that may or may not focus specifically on effective leadership skills.<br>☐ Our professional development activities are not evaluated for their impact on leadership at this time. | | ☐ Our professional development activities are beginning to include offerings related to building leadership capacity across the SAU.<br>☐ These leadership capacity building professional development activities are evaluated for their impact leadership. | | ☐ All individuals with leadership roles have professional development plans focused on the development of effective leadership skills.<br>☐ SAU professional development offerings that focus on building leadership capacity across the SAU are ongoing and intensive.<br>☐ The impact of these activities on the participants is evaluated. |
| **8.4 Leadership Focus on Climate**<br><br>The climate of the school is positive; children as well as teachers feel respected, supported and safe, and develop a sense of belonging, pride and ownership.<br><br>**M    M/E    E    E/T    T** | ☐ Our leadership team is discussing climate in our SAU. | | ☐ Our leadership team has a plan to provide a climate where students feel respected, supported and safe.<br>☐ Our leadership team has made a commitment to develop ways to enhance student's sense of belonging, pride, and ownership.<br>☐ Our leadership team is surveying our students to examine the current status of our SAU's climate. | | ☐ Our leadership team provides for a climate where students feel respected, supported, and safe.<br>☐ Our leadership team structures ways for students to develop a sense of belonging, pride, and ownership.<br>☐ The standards for student conduct are defined and maintained in our SAU. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 48**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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T= Transforming for Ongoing Improvement

**Evidence Section**
**What evidence does your SAU currently have for Standard 8 – Leadership? Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **8.1 Leadership Focus on Central Mission**<br><br>**8.2 Shared and Adaptable Leadership**<br><br>**8.3 Leadership Capacity Building**<br><br>**8.4 Leadership Focus on Climate** | • Comprehensive Education Plan<br>• Mission/vision statements<br>• Continuous improvement process and evaluation plan<br>• Needs assessments<br>• Professional development plans for those with Leadership Roles<br>• Policies<br>• Coaching, mentoring and supervisory systems<br>• Minutes from leadership meetings<br>• Minutes from SAU improvement meetings<br>• Professional Development Schedule<br>• Standards for Student Conduct<br>• Other: **Please List** | a. The Comprehensive Education Plan focuses on the leadership roles and how these contribute to the overall successful implementation of the system of *Learning Results* and the local assessment system.<br>b. The SAU improvement planning processes and procedures include action planning with measurable goals focused on improving student achievement of the *Learning Results.*<br>c. The Mission and Vision statements focus directly on improved student achievement of the *Learning Results.*<br>d. An assessment of needs is conducted at least every five years; there is ongoing collection and analysis of data related to the indicators of student performance and development (Chapter 125, Section 4.01 A.).<br>e. Leadership meetings show that plans are reviewed annually and revised as necessary.<br>f. SAU improvement planning meetings show members using data on student learning as the primary criteria for improving student learning.<br>g. A governance structure (committees, councils, planning teams) illustrates shared leadership among the representatives of the educational school and community.<br>h. Criteria for performance evaluations of staff are aligned with the school improvement plan.<br>i. SAU policies explicitly address equity, diversity, climate, safety, and school citizenship.<br>j. Professional development offerings focus on how to develop effective leadership skills exist.<br>k. Student Code of Conduct is consistent with standards of ethical and responsible behavior (Chapter 125, Section 10.05).<br>l. Other: **Please List** |

**Examine your Current Evidence as circled or added above.  Use the "preponderance of evidence" to make your placement decisions.**  Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet.  See Note pg. 13.

# Standard 9: Public Involvement and Communication

*Our system of public education is the business of the public and essential for a civil and democratic society.  The successes, challenges, and plans made for improvement are widely communicated.  Community involvement and support is considered a vital necessity and is cultivated and nurtured.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **9.1  Community Connections**<br><br>The governance structure seeks to involve all community stakeholders in decision-making and communication across all aspects of the system.<br>**M   M/E   E   E/T   T** | ❑ The governance structure does not provide for the involvement of parents, students, and community stakeholders in decision-making and communication in a systemic way at this time. | | ❑ Parents, students, and community members are somewhat involved in decision-making practices and communication.<br>❑ The SAU's system for inviting and responding to stakeholder opinions and requests for assistance is only partially developed. | | ❑ The SAU routinely collects data from parents, students and community stakeholders to inform decision-making.<br>❑ There is prevailing evidence that parents, students and community stakeholders are involved in the planning and the two-way communication of the educational goals for our SAU. |
| **9.2 Communication to Stakeholders**<br><br>Communication practices include reporting to students, parents, and community on how learning is assessed and the progress made against State and local standards.<br><br>**M   M/E   E   E/T   T** | ❑ Communication with students, parents, and community occurs a few times a year causing limited awareness of how student performance is assessed and what progress is being made towards the achievement of the State and SAU standards. | | ❑ Communication to students, parents and community is evolving and becoming focused on how student performance is assessed and how students are progressing towards the achievement of State and SAU standards.<br>❑ The SAU is in the process of developing a more comprehensive communication plan, within its Comprehensive Education Plan. | | ❑ There is an effective systemic communication plan that guides frequent written, face-to-face, and electronic communication with students, parents, and community about how student performance is assessed and the progress toward the achievement of State and SAU standards. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 51**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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T= Transforming for Ongoing Improvement

**Standard 9**

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | **Maintaining Status Quo (M)** | **(M/E)** | **Evolving (E)** | **(E/T)** | **Transforming (T)** |
| **9.3 Educational Budget Support**<br><br>The State and local community assure that instructional staff, materials, technology, and equipment are sufficient to allow for the implementation of the *Learning Results*.<br><br>**M   M/E   E   E/T   T** | ❑ The fiscal resources are not coordinated and not aligned for the implementation of the *Learning Results*.<br>❑ Our SAU rarely considers changing the status quo of how resources are allocated and used. | | ❑ Some resources are allocated, but only enough to partially support the implementation of the *Learning Results*. | | ❑ Well informed data-based decisions support the implementation of the *Learning Results*.<br>❑ The expenditures are monitored regularly and adjusted as necessary to better meet the implementation needs. |

Examine the **Current Evidence** that you have circled and/or listed on the **Evidence page 51**.  Use the "preponderance of evidence" to **check** your placement decisions in the **boxes** on the **continuum above** (See Appendix D - Suggested Response Models for Continuum and Evidence Sections). **Circle the letter** that best represents your status for each indicator on **this page**.

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M/E= Beyond Maintaining, but not quite at Evolving
E= Evolving
E/T=Beyond Evolving, but not quite at Transforming
T= Transforming for Ongoing Improvement

**What evidence does your SAU currently have for Standard 9 – Public Involvement and Communication? Circle bullets and/or letters for your SAUs evidence.**

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **9.1 Community Connections**<br><br><br>**9.2 Communication to Stakeholders**<br><br><br>**9.3 Educational Budget Support** | • Public forums/Community dialogues/Town meetings/School Board Meetings (Minutes/Notes)<br>• Parent Teacher Organization/Parent Teacher Collaborative/Parent Teacher Association<br>• Membership of school improvement councils, planning teams and other committees that may impact decision-making capabilities for our SAU is representative of the community<br>• Baseline student data<br>• Population study/Enrollment projections<br>• School board agendas<br>• Non-voting school board members<br>• Parent/student and teacher conferences and goal setting meetings<br>• School website<br>• School newsletters – from teacher and principal<br>• Needs Assessment data<br>• SAU newspapers<br>• SAU communication plan<br>• Standards-based Report Cards<br>• Newspaper clippings<br>• Brochures/pamphlets<br>• Bulletin boards/exhibits/displays<br>• Cable TV<br>• Other:  **Please List** | a. An active parent-teacher organization is involved in all aspects of our school community.<br>b. The governance structure involves administrators, faculty, staff, parents, community members, and students, when appropriate, as key stakeholders to inform decision-making for our school district.<br>c. The governance structure is representative of the diversity of our student population and our community.<br>d. Baseline student data is disaggregated by subgroup and available for the stakeholders.<br>e. Public forums on student achievement are appropriate for different audiences.<br>f. Parent/student and teacher conferences are held in each school.<br>g. Parents and students meet annually with their teachers to set and support individual learning goals and they continue to communicate regularly throughout the year.<br>h. Assessment tools include formal and informal, classroom, district, and State measures.<br>i. School board agendas reflect an opportunity for community input regarding how learning is assessed and the status of student progress district-wide with meeting standards of the *Learning Results*.<br>j. SAU newsletters contain information regarding student achievement when appropriate.<br>k. The SAU budget reflects responsible spending to support the SAU's strategic/improvement plan.<br>l. A final presentation of the SAU budget provides rationales for appropriate allocation of funds.<br>m. Population studies provide essential data for changes in SAU population in preparation of future budgetary needs.<br>n. Needs assessment data is used to support specific items in the budget.<br>o. A SAU website is updated and budgetary content is easily accessible.<br>p. The public is informed about the budget process and hearings through cable TV and other media modes.<br>q. Standards-based report cards clearly reflect student achievement of the *Learning Results*.<br>r. Communications to parents and students informs them of the curriculum, instructional expectations and assessment system (Chapter 125, Section 5.01).<br>s. A standards-based student reporting system (Chapter 125, Section 5.04) is implemented.<br>t. Programs and services exist for each student to have the opportunity to meet the content standards of the system of *Learning Results* (Chapter 125, Section 2.10).<br>u. Other:  **Please List** |

**Examine your Current Evidence as circled or added above.  Use the "preponderance of evidence" to make your placement decisions.**  Consider your next steps and the resources you will need for the SAU to move forward in preparation for the completion of the "Data Collection from Concluding Conversation" worksheet.  See Note pg. 13.

# Appendices

**A - Compilation of Quality Standards and Indicators**

**B - Glossary**

**C - Indicators of *Learning Results* Implementation**

**D - Suggested Response Models for Continuum and Evidence**

**E - Works Cited**

# A - Indicators of *Learning Results* Implementation

## Standard 1 – Student Focus

*Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the context of high quality content and performance standards. Educational programs, structures and learning activities, including curriculum, instruction, and assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes articulated in the* Learning Results.

| | |
|---|---|
| **1.1** *Learning Results* **Alignment** | All instructional staff can document alignment of actual curriculum, instruction and assessment with the *Learning Results* across all content areas to demonstrate that all students |
| **1.2 Shared Understanding of Targets of Learning** | Students know what will be assessed, know the standards of performance, and understand and value that which they are asked to do. |
| **1.3 Student Work in Decision-Making** | Student work and other student information is used to guide and inform decision-making about curriculum, instruction and assessment. |

## Standard 2 – Content and Instruction

*Student achievement of the* Learning Results *requires teachers to have depth in both content knowledge and in the skills of teaching, including the use of technology, and assessment.*

| | |
|---|---|
| **2.1 Opportunity to Learn and Achieve** | All students have sufficient opportunity to practice and achieve the *Learning Results* through rich, challenging, interdisciplinary, applied and engaging learning activities. |
| **2.2 Sound Instructional Strategies** | Instructional strategies are researched-based and include best practices that: <ul><li>require teachers have deep content knowledge;</li><li>allow students to demonstrate achievement in a variety of ways;</li><li>involve all students in higher order thinking to promote depth of understanding;</li><li>provide opportunities to demonstrate application of knowledge or learning; and</li><li>emphasize depth of understanding over breadth of coverage.</li></ul> |
| **2.3 Access to Technology** | A full complement of multi media technologies are available and used regularly by educators and students to enhance and deepen the learning process. Tools, for communication, collaboration and in-depth learning are available and easily accessible. |
| **2.4 Instruction That is Responsive to Needs of Learners** | Teachers use differentiated practices to ensure all students receive appropriate instruction. |

## Standard 3 – Accountability Through Assessment, Reflection, and Action

*Student achievement of the* Learning Results *requires continual valid and reliable assessment against meaningful standards, the skills to reflect and plan using pertinent information and data, and the commitment to take action directed at closing the achievement gap.*

| | |
|---|---|
| **3.1Data-Driven Accountability** | A data-driven accountability system exists at all levels of the system – State, district, and school, including data collection and analysis leading to action. Technology is fully implemented as a tool in the collection and analysis of data to make decisions related to closing any achievement gap. |
| **3.2 Purposes for LAS** | The foundation of the local assessment system is a framework that identifies and aligns all individual, grade-level, district-wide, and large-scale assessments with the *Learning Results*. The system is designed to serve 3 purposes: informing and guiding teaching and learning, monitoring and holding units accountable, and certification of student achievement. |
| **3.3 Focus on Informing Teaching and Learning** | Assessment is an integral part of and is used to inform teaching and learning. |

# Standard 4 – Equity and Responsibility

*All students can, and do, achieve high levels of knowledge and skills. All adults (parents, educators, and community members) are responsible for enabling and supporting such levels of achievement.*

| | |
|---|---|
| **4.1 All Students Can Learn With Opportunity** | Teachers and administrators believe that all students can learn to high standards (Maine's *Learning Results*) and can document ample and equitable opportunities for all students to learn, develop and demonstrate learning. |
| **4.2 Supportive Interventions for all Students** | Systems are in place to identify students who experience difficulty reaching benchmarks and standards, accurately assess their learning needs, and target supportive interventions on their behalf. |
| **4.3 Family and Community Support/Involvement** | Families and community are active in the educational process and work together with the school/district staff to produce programs and services for all students. |

# Standard 5 – Learning and Continuous Improvement

*Continuous, data-driven professional development, specifically focused on student learning, is crucial to the achievement of the* Learning Results.

| | |
|---|---|
| **5.1 Data-Based Decisions** | Professional Development offerings are targeted and based on multiple forms of data related to teaching and learning needs of the SAU: achievement, attitude, demographic, and program. |
| **5.2 Organizational Capacity and Culture** | The school system demonstrates the importance of professional development by providing adequate resources and sufficient time during the day, week, and year to support adult learning and collaboration. |
| **5.3 Current Research on Effective Practice** | Professional development opportunities support teachers and administrators being knowledgeable about current research on effective instructional approaches. |

# Standard 6 – Planning for Results

*Local units develop and implement written plans based on a clear vision for all students and on measurable goals.*

| | |
|---|---|
| **6.1 Vision/Mission Statement** | The vision statement and expectations for student learning guide the policies, procedures, and decisions of the school. |
| **6.2 Comprehensive Education Plan** | A comprehensive education plan (CEP) exists for implementing the *Learning Results*. The plan is based on a clear vision of the current reality and knowledge of the next steps. Aligned curriculum, instruction, assessment, and professional development are essential components of the comprehensive plan. |
| **6.3 Infrastructure of Planning** | Effective structures, committees, and processes exist for the development, implementation, monitoring, and coordination of district improvement plans, including the Comprehensive Education Plan. |

# Standard 7 – Adaptable Organizational Structures

*There must be systems to support the necessary curriculum, instruction, and assessment practices that will propel learners toward the achievement of the* Learning Results. *This may require changes in school and district structures.*

| | |
|---|---|
| **7.1 Data-Driven Changes** | Organizational changes are based upon data, research, and planning processes to improve results. Decisions such as budget, class size, student load, and grouping practices are driven by the primary purpose of responding to learning needs of all students. |
| **7.2 Planning for Continuous Improvement** | Organizational planning for improvement is continuous, coordinated, and communicated consistently over time. |
| **7.3 Evaluation of Programs and Practices** | A system-wide process is in place to continuously evaluate all programs and practices to determine their impact on student learning, the results of which inform planning and action. |

| 7.4 Purposeful Use of Time to Support Student and Staff Learning | The use of time, the construction of calendars, and the development of schedules support the vision and provide time for professional learning and collaboration. |
|---|---|
| 7.5 Teacher Evaluations | Teacher evaluation systems include criteria related to student progress and provide specific feedback to help the teachers improve as needed. |

## Standard 8 – Leadership

*There is effective leadership in the SAU, a collective will, persistence, commitment and optimism based on the belief that Maine education can support children in achieving the* Learning Results.

| 8.1 Leadership Focus on Central Mission | Leadership ensures that all aspects of the school program serve the central mission of improving student achievement of the *Learning Results.* |
|---|---|
| 8.2 Shared and Adaptable Leadership | Leadership is widely shared throughout the organization and is adaptable in responding to changing needs. |
| 8.3 Leadership Capacity Building | The organization provides for teacher and administrative leadership capacity building. |
| 8.4 Leadership Focus on Climate | The climate of the school is positive; children as well as teachers feel respected, supported and safe, and develop a sense of belonging, pride and ownership. |

## Standard 9 – Public Involvement and Communication

*Our system of public education is the business of the public and essential for a civil and democratic society. The successes, challenges, and plans made for improvement are widely communicated. Community involvement and support is considered a vital necessity and is cultivated and nurtured.*

| 9.1 Community Connections | The governance structure seeks to involve all community stakeholders in decision-making and communication across all aspects of the system. |
|---|---|
| 9.2 Communication to Stakeholders | Communication practices include reporting to students, parents, and community on how learning is assessed and the progress made against State and local standards. |
| 9.3 Educational Budget Support | The State and local community assure that instructional staff, materials, technology, and equipment are sufficient to allow for the implementation of the *Learning Results*. |

# B - Glossary

> ## Definitions for these terms are being provided as their use pertains to this document.

**Accountability:** Accountability is present when members of an organization, such as a school, SAU, or school and community working together, participate actively and responsibly in data collection, evaluation, and action, designed to improve the organizational actions.

**Action Plan:** An action plan is the set of coordinated steps or actions, timelines, and responsible parties that are identified as a guide for proceeding to a specific goal or endpoint.

**Assessment:**

> **Formative Assessment:** A formative assessment is the diagnostic use of assessment to provide meaningful feedback to teachers and students over the course of instruction during which teachers can build in many opportunities to assess how students are learning and then use this information to make beneficial changes in instruction. This feedback is detailed enough so that the receiver knows what to do next.
>
> **Summative Assessment:** In contrast to "formative assessment," summative assessment generally takes place after a period of instruction and requires making a judgment about the learning that has occurred, such as by grading or scoring a test or paper, or performance. This form of assessment is comprehensive in nature, provides accountability, and is used to determine the level of learning at the end of a unit and/or program.

**Coherence:** Coherence is the extent to which the components of a system function in an integrated and balanced fashion.

**Common Assessments:** Common assessments are the same assessments being administered to each student within the school administrative unit at a time when it is instructionally appropriate for the individual student or group of students. Teachers evaluate and score the work of their own students, as well as other students, against standards, using common scoring guides or rubrics.

**Comprehensive Education Plan:** A Comprehensive Education Plan is the Plan required of all SAUs that is aligned with the system of *Learning Results*, focused on the learning of all students, and oriented to continuous improvement. This Plan must address all plans required by the Commissioner (Chapter 125, Section 2, 2.04).

**Curriculum:** The curriculum is " the school administrative unit's written document that includes the learning expectations for all students for all content areas of the system of *Learning Results*, as well as for other content areas specified by the school board. The curriculum shall reflect continuous, sequential, and specific instruction aligned with the content areas of the system of Learning Results." (Chapter 127, section 2.10)

**Equity Goals:** Equity goals are those aims or purposes that concern, or are related to, fairness and equal opportunity.

**Governance Structure:** The governance structure is the system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of learning for all students in the SAU.

**Implementation:** Implementation is the process of putting into effect or carrying out a plan of action.

**Measurable Goals:** In a system of performance management, measurable goals are a strategic tool used to improve individual and organizational effectiveness in meeting the mission's desired outcomes. This represents a shift from focusing on the process and resources used to a focus on the results and outcomes brought about by the actions taken.

**Opportunity to Learn:** The opportunity to learn is defined as equitable conditions or circumstances within the school or classroom that promote learning for all students.

**Point of Learning:** The point of learning is the point of time when learning happens.

**Preponderance of Evidence:** The preponderance of evidence is the greater weight of the evidence, or evidence that is sufficient to lead a fair and impartial mind to select one point on the continuum rather than another.

**Professional Learning Community:** A professional learning community is an organization, like an SAU, that manifests a culture in which teachers and administrators continually and routinely engage in the practice of collaborative inquiry. These conversations by design are about strengthening and supporting all teachers in their professional growth.

**Self-Assessment**: Self-assessment is the process whereby the SAU engages with a range of stakeholders to complete an assessment like the enclosed instrument and gathers the documents and other evidence that support its assessment of the SAU's current status with respect to implementation of the *Learning Results* through the Comprehensive Education Plan and the Local Assessment System.

**Stakeholders:**  Stakeholders are those individuals who have a direct interest or stake in the success of the school or SAU's success in providing the opportunities for all students to meet the standards of *Learning Results*.

**Systemic:**  Systemic means pertaining to a system or systems, affecting the whole.

**Technical Assistance:**  Technical assistance, in this context, is support provided to SAUs to assist them in implementing the *Learning Results*. Sources of this support can be, but are not limited to, professional organizations, regional efforts, experienced and knowledgeable colleagues, the Department of Education, and the variety of uses of technology ranging from e-mail to educational software, the ATM system, and personnel trained in the effective use of educational technology.

**Tracking:**  Tracking is the practice of assigning students for the duration of their program to specific courses of study and levels of academic rigor based on their past achievement or perceived aptitude and which does not provide ready access to the most challenging opportunities to learn that are present when grouping for instruction is flexible and based on the current learning needs of the students.

**Validation**:  Validation is a later process, to be conducted during the 2006-2007 school year, whereby the Department officially declares an SAU's implementation of the *Learning Results* and Local Assessment System to be properly aligned with the criteria that will be established in amendments to Me. Dept. of Ed. Regs. 125 and 127.  [NOTE: These are major substantive rules; thus, the amendments to these rules require legislative approval following the usual rulemaking process which includes both an opportunity for public hearing and an opportunity to submit comments on the proposed amendments.]

**Verification (Status Check)**:  Verification (Status Check) is the process whereby the SAU Review Team visits for one day with the SAU to review the SAU's self-assessment and supporting evidence, to verify the SAU's self-reported status on implementation in accordance with the continuum (Maintaining, Evolving, Transforming) used in the self-assessment and to help the SAU identify action steps for addressing any areas of need. [NOTE:  If the SAU Review Team consensus is that the SAU is at significant risk of not meeting the statutory deadlines for implementation or for certification of achievement of the *Learning Results* by diploma, or that referral to other Department staff is needed for significant issues related to school approval that affect successful implementation, a second day of review may be recommended for a later time and additional or different Review Team members may participate in the second day of review.]

# C - *Learning Results* Implementation Timeline

| *Learning Results* Content Areas | Curriculum Implementation Requirements | Local Assessment Requirements | Graduation Requirements and Grade Span Reporting |
| --- | --- | --- | --- |
| English Language Arts | School Year – 2003 | School Year – 2004 | School Year – 2010 |
| Mathematics | School Year – 2003 | School Year – 2004 | School Year – 2010 |
| Health & Physical Education | School Year – 2003 | School Year – 2004 | School Year – 2011 |
| Science & Technology | School Year – 2003 | School Year – 2004 | School Year – 2011 |
| Social Studies | School Year – 2003 | School Year – 2004 | School Year – 2011 |
| Career Preparation | School Year – 2008 | School Year – 2009 | School Year – 2012 |
| Modern & Classical Languages | School Year – 2008 | School Year – 2009 | School Year – 2012 |
| Visual & Performing Arts | School Year – 2008 | School Year – 2009 | School Year – 2012 |

# D - Suggested Response Models for Continuum and Evidence Sections

## Standard 2: Content and Instruction

*Student achievement of the Learning Results requires teachers to have depth in both content knowledge and in the skills of teaching, including the use of technology, and assessment.*

| Indicators | In our SAU, the evidence demonstrates that: | | | | |
|---|---|---|---|---|---|
| | Maintaining Status Quo (M) | (M/E) | Evolving (E) | (E/T) | Transforming (T) |
| **2.1 Opportunity to Learn and Achieve**<br><br>All students have sufficient opportunity to practice and achieve the *Learning Results* through rich, challenging, interdisciplinary, applied and engaging learning activities.<br><br>M   M/E   E   E/T   T | □ Although the written curriculum alignment may exist, there is currently little instructional alignment to the *Learning Results*. Many of our staff members do not plan, teach, and assess with the *Learning Results* in mind.<br>□ Due to grouping or methods of organizing for instruction practices, a number of students do not have the opportunity to learn, practice, and achieve the *Learning Results*.<br>□ For the majority of our students, rich, challenging, applied, and/or engaging learning activities may not be a regular occurrence.<br>□ For the majority of our students, interdisciplinary learning may not be a regular occurrence.<br>□ Few if any of our students engage in | | □ Some instruction in our SAU is tightly aligned to the *Learning Results*. This is not consistent across all eight content areas and/or all classrooms.<br>□ Many of our students have the opportunity to learn, practice, and achieve the *Learning Results*, but grouping or the methods of organizing for instruction of students in some content areas or grade spans contributes to a disparity in this area.<br>□ For many of our students, rich, challenging, applied, and/or engaging learning activities are present, but they are not widespread or systemic across grade spans.<br>□ For many of our students, interdisciplinary learning is present, but it is not widespread or systemic across | | □ Instruction across the board is tightly aligned to the Learning Results in all eight content areas. Across the SAU our staff members plan, teach, and assess with the Learning Results as the clear focus.<br>□ Our students have frequent opportunities to learn, practice and achieve the Learning Results. Through effective grouping or methods of organizing for instruction, students have access to the classes/courses necessary to do so is available to all of our students.<br>□ For the majority of our students, rich, challenging, applied, and/ or engaging learning activities are planned system wide across content areas and grade spans.<br>□ For all our students, interdisciplinary learning is planned system-wide across content areas and grade spans. |

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Examine the **Current Evidence** that you have marked and/or listed on Evidence page 23. Use the "preponderance of evidence" to make your placement decisions. **Circle the letter** that represents your status for each indicator.

| Indicators | Possible Sources of Evidence | Assessment of the Evidence - Does the current evidence indicate: |
|---|---|---|
| **2.1 Opportunity to Learn and Achieve**<br><br>**2.2 Sound Instructional Strategies**<br><br>**2.3 Access to Technology**<br><br>**2.4 Instruction That is Responsive to Needs of Learners** | • Comprehensive Education Plan<br>• Annual School Approval Form (EF-I-291)<br>• Student portfolios and/ or student work that reflects a responsive approach to student learning<br>• Lesson/unit plans<br>• Interviews<br>• Professional development/workshop agendas<br>• Curriculum/*Program of Study* documents<br>• List of resources available that would provide information about responsive approaches to individual learner needs and research-based teaching strategies<br>• Percentage of highly qualified teachers<br>• Staff/student computer ratios<br>• Technology Plan (Chapter 125, 4.01, E3, C5)<br>• Student products using technology<br>• Plans to implement Visual and Performing Arts, Modern and classical Languages and Career Preparation<br>• Other: Please List | a. A Comprehensive Education Plan is aligned with the system of *Learning Results*, focused on the learning of all students, and oriented to continuous improvement (Chapter 125, Section 2.04).<br>b. Lesson and unit plans are explicitly aligned to the *Learning Results* in all eight content areas.<br>c. Samples of unit plans include interdisciplinary work with some regularity.<br>d. Teachers can articulate how students have sufficient opportunity to learn and practice prior to summative assessments, they use different teaching strategies to reach the variety of learners in the room, and they build lessons and units with the targeted *Learning Results* at the heart of the design.<br>e. Teachers can articulate and show how technology is used to enhance learning in their classroom.<br>f. Professional development opportunities are positively impacting teaching.<br>g. Agendas for professional development target technology integration and instructional differentiation. Also, there is documentation to show that teachers have time to collaborate and share effective instructional strategies.<br>h. The professional library or other collections of resources available offer extensive support for differentiation and information about pertinent research-based strategies. These resources are frequently in use.<br>i. Staff/student computer ratios reflect easy access to computers for both students and staff.<br>j. Teachers demonstrate deep content knowledge in the discipline they teach.<br>k. All students have access to rigorous and challenging curriculum.<br>l. The practice of tracking students has been eliminated.<br>m. Plans to implement the content areas of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts are operational.<br>n. Other: Please List |

Maine Department of Education
*Learning Results* Implementation
Self-Assessment Tool
SAU Status Check Fall 2005

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